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Assembly Proceedings

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Bengal Legislative Assembly

Eleventh Session, 1941

The 8th, 9th, 10th, 11th, 12th, 13th, 15th, 16th and 18th September, 1941

LEGISLATIVE ASSEMBLY
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GOVERNMENT OF BENGAL.

GOVERNOR OF BENGAL.

His Excellency SIR JOHN ARTHUR HERBERT, G.C.I.E.

MEMBERS OF THE COUNCIL OF MINISTERS.

(1) The Hon'ble Mr. ABUL KASEM FAZLUL HUQ, in charge of the Education Department.

(2) The Hon'ble Khwaja Sir NAZIMUDDIN, K.C.I.E., in charge of the Home Department.

(3) The Hon'ble Sir BIJOY PRASAD SINGH ROY, in charge of the Revenue Department.

(4) The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca, in charge of Public Health (including Medical) and Local Self-Government Departments.

(5) The Hon'ble Maharaja SRIS CHANDRA NANDY, of Cossimbazar, in charge of Communications and Works Department.

(6) The Hon'ble Mr. HUSEYAN SHAHEED SUHRAWARDY, in charge of Finance, Commerce and Labour Departments.

(7) The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur, in charge of the Judicial and Legislative Departments.

(8) The Hon'ble Mr. PRASANNA DEB RAIKUT, in charge of the Forests and Excise Departments.

(9) The Hon'ble Mr. MUKUNDA BEHARY MULLICK, in charge of the Co-operative Credit and Rural Indebtedness Departments.

(10) The Hon'ble Mr. TAMIZUDDIN KHAN, in charge of Agriculture and Industries (including Veterinary) and Rural Reconstruction Departments.

GOVERNMENT OF BENGAL.

PRINCIPAL OFFICERS OF THE BENGAL LEGISLATIVE ASSEMBLY.

SPEAKER.

The Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur.

DEPUTY SPEAKER.

M. ASHRAFALI, Esq., Barrister-at-Law.

SECRETARY.

K. ALI AFZAL, Esq., Barrister-at-Law.

FIRST ASSISTANT SECRETARY.

Rai N. N. SEN GUPTA Bahadur.

SECOND ASSISTANT SECRETARY.

Khan Sahib QUAZI MUHAMMAD SADRUL OLA.

REGISTRAR.

A. B. CHATERJI, Esq.

THE BENGAL LEGISLATIVE ASSEMBLY PROCEEDINGS

Volume LX—No. 5.

(Official Report of the Eleventh Session.)

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Monday, the 8th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 9 Hon'ble Ministers and 201 members.

STARRED QUESTIONS

(to which oral answers were given)

Terrorist prisoners.

*117. **Rai HARENDRA NATH CHAUDHURI:** With reference to the statement appended to the answer given on the 21st August, 1940, to starred question No. 197, will the Hon'ble Minister in charge of the Home Department be pleased to state—

(*a*) the names of the prisoners mentioned in the said list that have been released up to date;

(*b*) the names of the prisoners so released who have been arrested and detained under Defence of India Rules;

(*c*) what new facts led the Government to decide that they should be arrested and imprisoned again on their release; and

(*d*) whether the usual remission of sentence allowed to prisoners sentenced to imprisonment for 14 years and more is being allowed to the terrorist prisoners; if not, why not?

MINISTER in charge of the HOME DEPARTMENT (the Hon'ble Khwaja Sir Nazimuddin): (*a*) Shibapriya Bose, Sambhunath Sutradhar, Pramode Ranjan Bose, Tejendra Lal Sen, Jogeswar Das, Santi Ranjan Sen and Nani Gopal Das Gupta.

(*b*) No prisoner released was arrested, but five were detained in jail on expiry of their sentence.

(*c*) In the public interest I am not prepared to state why their detention has been thus continued.

(*d*) Terrorist prisoners are in this respect governed by the same provisions as other convicts.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি এই যে পাঁচজন যাদের মুক্তির পর আবার জেলে আবদ্ধ করে রাখা হয়েছে, তাদের কোন ধারা মতে আবদ্ধ করে রাখা হয়েছে এবং কোন জেলে রাখা হয়েছে ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I ask for notice. I am sorry, I ought to have had this information.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি তাদের প্রতি গবর্ণমেণ্ট দণ্ডিত আসামীদের ন্যায় না Detenuসদের মত ব্যবহার করছেন ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I believe, Sir, they are Security prisoners and they are at Hijli. Unless it is something very unusual the honourable member can take it from me that they are Security prisoners at Hijli.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় এটা অনুমান করে বলছেন না সঠিক সংবাদ জানেন ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have already said that unless it is something unusual I am practically certain that this is the position.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether the prisoners who had been released and after release have been detained in jail, are being so detained under the Defence of India Rules?

The Hon'ble Khwaja Sir NAZIMUDDIN: I believe so.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state what were the circumstances by which the Government was satisfied that their release would be detrimental to public interest?

The Hon'ble Khwaja Sir NAZIMUDDIN: If I may tell that, I may give everything away.

Mr. SURENDRA NATH BISWAS: Under the Defence of India Rules the Government has got to be satisfied——

Mr. SPEAKER: The Hon'ble Minister has said that if he has to disclose it he may disclose everything.

Mr. ATUL CHANDRA SEN: In answer (*c*) the Hon'ble Minister has said,—"In the public interest I am not prepared to state why their detention has thus been continued." The question was—"What new facts led the Government to decide, etc." Will the Hon'ble Minister be pleased to state whether there have been any new facts at all to justify their detention?

The Hon'ble Khwaja Sir NAZIMUDDIN: I am afraid, I cannot add anything more to what I have said in (*c*).

Mr. SANTOSH KUMAR BASU: Will the Hon'ble Minister be pleased to state whether with regard to these Security prisoners it is the practice of the Government to review the question of the public interest from time to time with regard to the question of detention with a view to seeing whether further detention is necessary or not?

The Hon'ble Khwaja Sir NAZIMUDDIN: If any information is brought to the notice of Government which entitles the review, Government does of course naturally review it.

Mr. SANTOSH KUMAR BASU: Having regard to the fact that there is no period fixed for which this detention is to continue, is it the practice of the Government to periodically review these cases with a view to seeing whether any revision of the decision is called for?

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, the question has not so far arisen, because as far as the question of detention of the present Security prisoners is concerned it has cropped up not very long ago. But in the past, I believe, there was such practice when the people were detained under the Criminal Law (Amendment) Act.

Mr. ATUL KRISHNA GHOSE: In view of the very same public interest, will the Hon'ble Minister be pleased to state how long those five gentlemen were in jail and what new circumstances compelled the Government to detain them further?

The Hon'ble Khwaja Sir NAZIMUDDIN: As far as the first part of the question, viz., how long they were in jail, is concerned, I ask for notice. As regards the latter part of the question, I would refer the honourable member to answer (*c*).

Mr. SANTOSH KUMAR BASU: Having regard to the fact that these prisoners were sentenced to definite terms of imprisonment and that they will come out after a certain period and having regard to the fact that there is no time-limit fixed with regard to these prisoners, do the Government consider it incumbent upon them and in the interest of fairness and justice that periodical examination should be made in these cases?

The Hon'ble Khwaja Sir NAZIMUDDIN: If the honourable member suggests that in the case of those prisoners who had been convicted and after release were detained there should be a review, I am prepared to consider that.

Mr. SURENDRA NATH BISWAS: With reference to answer (*c*), will the Hon'ble Minister be pleased to state whether these prisoners did anything while inside the jail which caused an apprehension in the mind of the Government that they might do prejudicial act if released?

The Hon'ble Khwaja Sir NAZIMUDDIN: I regret very much, I cannot add to what I have already stated.

Mr. SARAT CHANDRA BOSE: Will the Hon'ble Minister be pleased to state whether there is any charge or allegation against any of these prisoners having committed any overt acts during the time they had been in imprisonment?

The Hon'ble Khwaja Sir NAZIMUDDIN: As I have already stated, I regret very much that I cannot add anything more to what I have stated in (*c*).

Babu NARENDRA NARAYAN CHAKRABARTY: আর একটা প্রশ্ন করবো Sir, মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে এই পাঁচজনের সম্বন্ধে যারা ১৪।১৫ বছর জেল খাটছে তাদের সম্বন্ধে নিজে বিশেষ interest নিয়ে, তাদের সঙ্গে দেখা করে তাদের সম্বন্ধে অনুসন্ধান করবেন কি ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I will consider this suggestion, but I cannot give a definite reply straight off.

Health of political prisoner Babu Debendra Nath Das.

*118. **Dr. GOBINDA CHANDRA BHAWMIK:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state—

(*i*) whether Babu Debendra Nath Das, a political prisoner, has been transferred from Hooghly Jail to Alipore Central Jail; and

(*ii*) whether he has been suffering from eye trouble?

(*b*) If the answer to (*a*) (*ii*) is in the affirmative, will the Hon'ble Minister be pleased to state what steps do the Government propose to take for his treatment?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) He is under treatment at the Eye Infirmary, Medical College Hospital.

Grant of maintenance allowance to families of certain detenus.

*119. **Mr. SURENDRA NATH BISWAS:** (*a*) Is the Hon'ble Minister in charge of the Home Department aware that detenus Babus Profulla Chandra Chatterji and Jiban Ranjan Sarkar were carrying on business at the time of their arrest, as the only source of provision for the maintenance of their respective families and that upon their arrest the said provisions have been lost to those families?

(*b*) If so, what action the Government have taken in that respect?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Both were carrying on business and this source of income has been lost to his dependents in the case of Babu Jiban Ranjan Sarkar but not in the case of Babu Prafulla Chandra Chatterji.

(*b*) An allowance has been sanctioned for the dependents of Babu Jiban Ranjan Sarkar.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether it is a fact that the information contained in answer (*a*) was received by him from the police?

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, it is very difficult for me to say from what source I got the information. I asked the local authorities to submit a report, but I have not got papers at my disposal to show who were the actual people who supplied the information.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to reconsider the case of Mr. Prafulla Chandra Chatterji, in view of the fact that his wife with her two children saw the Hon'ble Minister and myself as the representative of the constituency——

Mr. SPEAKER: That question does not arise. You are simply giving out information here instead of asking for information. Please put it in the form of a question for eliciting certain information.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether he will reconsider the case of Mr. Prafulla Chandra Chatterji in view of further information that has been received by him in the meantime?

The Hon'ble Khwaja Sir NAZIMUDDIN: The honourable member brought this case to my notice, and I am prepared to discuss it again with him if he so desires.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to state what is the amount of allowance sanctioned for Babu Jiban Ranjan Sarkar?

The Hon'ble Khwaja Sir NAZIMUDDIN: Rs. 15.

Order of the District Magistrate of Dacca to exhibit lists of inmates of houses.

***120. Rai HARENDRA NATH CHAUDHURI:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact that the District Magistrate of Dacca issued an order on the 7th July under section 144, Criminal Procedure Code, to the effect that at the entrance doors of all houses lists of inmates should be hung up?

(*b*) If so, what are the reasons for the issue of such an order?

(*c*) Will the Hon'ble Minister be pleased to state whether such an order was made after consulting the local peace committee?

(*d*) Is the Hon'ble Minister aware that there exists a feeling amongst the residents of Dacca and the leading citizens and important public bodies of Dacca against the promulgation of such an order?

(*e*) Are the Government considering the desirability of asking the District Magistrate for the withdrawal of the aforesaid order forthwith?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes; the names of male members over 14 only were required.

(*b*) The lists indicate persons who *prima facie* have good reasons to be in the house: if a search for escaping offenders is necessary they make it possible at an early stage to eliminate *bona fide* residents and furnish them with a ready means of establishing their credentials. They therefore both facilitate police work and minimise the inconvenience which genuine residents must unfortunately undergo during investigations.

(*c*) and (*e*) No.

(*d*) Only the Bar Library addressed a protest to the District Magistrate.

Mr. ATUL CHANDRA SEN: In answer (*d*) the Hon'ble Minister says that the Bar Library addressed a protest to the District Magistrate. Will the Hon'ble Minister be pleased to state whether it is a fact that the Bar Library in its protest made it abundantly clear that the promulgation of the order was bad in law?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have no such information.

Family allowance for certain security prisoners.

***121. Mr. JNANENDRA CHANDRA MAJUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether he has received petitions from security prisoners Babu Madhusudan Guha and Babu Jatindra Mohan Rakshit for granting them family allowances?

(*b*) If so, what action has been taken on those petitions?

(*c*) Is the Hon'ble Minister aware—

(*i*) that Madhu Babu was the sole earning member of his family consisting of his old father, mother, wife and a minor daughter;

(*ii*) that Jatin Babu was an earning member of his family consisting of his wife, daughter and others; and

(*iii*) that Jatin Babu has been served with notices threatening legal actions by his creditors?

(*d*) If the answer to (*c*) is in the affirmative, will the Hon'ble Minister be pleased to state whether the Government are considering the desirability of—

(*i*) granting family allowances to them; and

(*ii*) taking steps to save the property of Jatin Babu during the period of his detention?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) The petition of Babu Madhusudan Guha has been rejected and that of the other prisoner is still under consideration.

(*c*) (*i*) His father is an Advocate who I believe at one time had a good practice.

(*ii*) I am awaiting report from local officers in the matter.

(*iii*) Yes.

(*d*) (*i*) and (*ii*) The honourable member is referred to the answer to (*c*) above.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister be pleased to state what sort of enquiry has been made about the richness of the prisoner's father who is an advocate and had a good income at one time?

The Hon'ble Khwaja Sir NAZIMUDDIN: This is the report I have received from the local authorities.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে বলবেন কি যে তিনি কোন সূত্রে অবগত হলেন যে তাঁর পিতা "an advocate, who had at one time good practice"? কতদিন পূর্বে তাঁর practice ভাল ছিল?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have no detailed information, but it is assumed that he is in a position to be able to maintain his son's family.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় স্বীকার করেছেন যে "একদিন ছিল"। তাতে বোঝা যায় এখন নেই। আমি জিজ্ঞাসা করতে পারি কি যে মন্ত্রী মহাশয় এই সম্বন্ধে বিশেষ বিবেচনা করবেন কি না?

Mr. SPEAKER: He wants to know whether an enquiry has been made as to his father's present actual income. Your answer is "at one time he had a good practice".

The Hon'ble Khwaja Sir NAZIMUDDIN: He is rather an old gentleman and I do not know if he either practises now or practises very much. But I assume that one who has had a good practice for a long time in the bar is in a position to maintain his family.

Mr. SANTOSH KUMAR BASU: Will the Hon'ble Minister deprive this Security prisoner of a family allowance on the assumption that his father who had once a good practice must be in a position to maintain or would he not like to look into the matter himself in view of the fact that his father has not any practice now, good, bad or indifferent?

The Hon'ble Khwaja Sir NAZIMUDDIN: If the honourable member so desires, I will enquire into the matter.

Mr. SARAT CHANDRA BOSE: Will the Hon'ble Minister be pleased to state whether Madhu Basu's father had any income yielding any profit at the present moment?

Mr. SPEAKER: He has already said that he will make an inquiry.

Recrudescence of communal riots in Dacca.

*122. **Mr. PRATUL CHANDRA CANGULI:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state what arrangements were made by the Government and the local authorities to prevent the recrudescence of communal riots in Dacca while the Enquiry Committee were sitting?

(*b*) Is it a fact—

(*i*) that disturbances took place in the same areas that were affected by the previous riot; and

(*ii*) that the disturbances occurred repeatedly within a few hundred yards of the District Magistrate's office and Police office?

(*c*) Will the Hon'ble Minister be pleased to state what precautions, if any, were taken to put a stop to the recrudescence of disturbances promptly in the previously affected area?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Constant patrols were maintained in all parts of the city with all the available police forces including the normal strength of the Dacca city police, the Dacca special armed force and very considerable police reinforcements.

(*b*) (*i*) Some of the disturbances on and after 26th June, 1941, took place in some of the areas where incidents had occurred during March to May.

(*ii*) Some of the incidents occurred at the Nawabpur Bridge (100 yards from the Collectorate and Police offices) and on the roadway (about 80 yards away).

(*c*) A state of emergency was declared and the Defence Scheme put into operation on 26th June, 1941, and troops were called out in aid of the civil power. Orders were promulgated on 27th June, 1941, prohibiting the assembly of more than 4 persons, the carrying of any thing capable of being used as a weapon of offence and movement out of doors between 7 p.m. and 5-30 a.m. Strong additional police reinforcements were also sent to the city.

Damage and loss of life in riots in Dacca district.

***123. Mr. PRATUL CHANDRA GANGULI:** Will the Hon'ble Minister in charge of the Home Department be pleased to lay on the Table a statement showing from April to July, 1941—

(*a*) the number of persons killed and wounded;

(*b*) the number of—

(1) residential houses,

(2) shops, and

(3) business houses

looted and burnt;

(*c*) the number of persons who left their homes; and

(*d*) the amount of losses suffered by the people in the communal riots that occurred in the Dacca city and in the Narayanganj subdivision?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) To 28th July, 1941—killed 62 and injured 150.

(*b*) to (*d*) Information is not available.

Mr. MIRZA ABDUL HAFIZ: Sir, in reply to unstarred question No. 84 the Hon'ble Minister says that up to 26th July, 1941, the number of persons killed was 94 and that of wounded was 313, but in starred question No. 123 the numbers are 62 and 150 respectively.

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, I might explain the position. In starred question No. 123 the information asked for was between April and July. That is the reason why there is this discrepancy.

Mr. ATUL CHANDRA SEN: With reference to answer (*b*) (*i*) of question No. 122, will the Hon'ble Minister be pleased to state whether the disturbance broke out for the second time on the Return Rath day (Ulta Rath)?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not think so. The date has been given in the answer and the honourable member can find it out.

Mr. SPEAKER: I think he has forgotten. Let us forget it also.

Mr. ATUL CHANDRA SEN: In answer to (*b*) to (*d*), question No. 123, the Hon'ble Minister says "Information is not available". The answer relates to the question as to whether the amount of losses incurred by the people has yet been ascertained. Will the Hon'ble Minister be pleased to state whether the Government have taken any steps to ascertain the losses sustained by the people?

The Hon'ble Khwaja Sir NAZIMUDDIN: No.

Mr. ATUL CHANDRA SEN: Will the Hon'ble Minister please consider the desirability of taking early steps to ascertain what losses have been incurred?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir. I do not think, firstly, any useful purpose will be served; secondly, it is very difficult to ascertain what losses have been sustained.

Dacca Riot Enquiry Committee.

*124. **Mr. PRATUL CHANDRA CANGULI:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state what arrangements, if any, have been made for the safety of the Enquiry Committee, its members and of the lawyers and witnesses that appear before them?

(*b*) Do the Government contemplate the inclusion of the causes of the recent recrudescence of communal riots in Dacca in terms of reference of the enquiry that is already proceeding?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*) The President and Mr. Sharpe have been provided with personal guards.

(*ii*) A guard is provided on the house occupied by the Standing Counsel; no other lawyer has asked for one.

(*iii*) The representatives of the Hindu Mahasabha asked—

(1) that an armed guard be provided on the bus which brings their witnesses to Court. This was provided.

(2) that a constable be posted outside the house of any witness deposing for them while he was doing so. This has also been done.

In fact, however, these facilities have not been availed of since the first day after the resumption of the proceedings.

(*iv*) There is a guard on the building in which the Committee sits, while it is in Session.

(*b*) Government do not propose at present to change the terms of reference of the Committee.

Mr. SANTOSH KUMAR BASU: With regard to the Standing Counsel to whom a guard has been provided, did he ask for a guard himself unlike the other lawyers appearing in this case?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether it is a fact that Government did not propose to include the causes of the recrudescence of the riot and also the causes of riots in the Narayanganj subdivision within the terms of reference because the causes are the same everywhere?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not think the honourable member has followed this question. It refers to the second riot which took place, not the first riot either in the town or in the Narayanganj subdivision.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Family allowance for certain security prisoners.

81. **Mr. JNANENDRA CHANDRA MAJUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact—

(*i*) that security prisoners Babus Provat Chandra Chakravarty, Girindra Kumar Basu Neogi and Chandra Kumar Ghosh applied to the Government for family allowances;

(*ii*) that their petitions have been rejected;

(*iii*) that Babu Provat Chandra Chakravarty, one of the sub-editors of the *Ananda Bazar Patrika*, was getting a pay of Rs.50 per month before his arrest;

(*iv*) that he has got to maintain his old mother and the family of his elder brother;

(*v*) that Babu Girindra Kumar Basu Neogi had to maintain his family consisting of his wife and children before his arrest from his income derived from grain business (paddy and *kalai*) besides his income from his jote lands;

(*vi*) that Babu Chandra Kumar Ghosh used to earn about Rs.70 to Rs.80 per month from his *abadhoutic* (indigenous) medicine and treatment for the maintenance of his family members consisting of his old grandmother, old maternal aunt and others;

(*vii*) that Babus Provat Chandra Chakravarty and Chandra Kumar Ghosh were detenus last time during 1930-38 and each of them was granted a family allowance of Rs.25 per month; and

(*viii*) that owing to their arrest and detention as security prisoners they were unable to maintain their families?

(*b*) If the answer to (*a*) is in the affirmative, is the Hon'ble Minister considering the desirability of re-examining their cases?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*) to (*iii*) and (*vii*) Yes.

(*iv*) and (*b*) No.

(*v*) He maintained his wife and children with the income from landed property held jointly with his brother. He had no business in grain or pulses at the time of his arrest.

(*vi*) Before arrest I am informed that he was earning Rs.20—30 by the practice of indigenous medicine. He is joint with his adult brother and his family includes his uncle's mother-in-law, his mother's sister and her adult son.

(*viii*) The financial position of the families of Messrs. Chakravarty and Neogi has not substantially deteriorated as a result of their arrest. In the family of Babu Chandra Kumar Ghosh there are adult members capable of earning.

Use of handcuffs on certain security prisoners.

82. Mr. PRATUL CHANDRA GANGULY: (*a*) Has the attention of the Hon'ble Minister in charge of the Home Department been drawn to the fact that the following security prisoners, namely:—

(*i*) Sreejut Jatindra Mohan Rakshit;

(*ii*) Sreejut Binode Chowdhury;

(*iii*) Sreejut Sukhendu Dutt;

(*iv*) Sreejut Madhusudan Guha;

(*v*) Sreejut Moti Chakravarty; and

(*vi*) Sreejut Dinesh Das Gupta;

were transferred on the 19th May, 1941, from Chittagong Jail to Hijli Special Jail with handcuffs; and

(*vii*) Sreejut Preoda Mittra was transferred on the 19th June, 1941, from Chittagong Jail to Hijli Special Jail with handcuffs and ropes round his waist?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state the reason therefor?

(*c*) Is it a fact that similar incident occurred at Barisal in the first week of December, 1940, when the security prisoners were made to walk through the crowded streets with handcuffs and ropes tied round their waists?

(*d*) Is it the instruction of the Government to handcuff and tie with ropes the security prisoners who are detained without trial while on transfer from one jail to another jail?

(*e*) Is the Hon'ble Minister aware that there exists a feeling amongst the security prisoners for being handcuffed and tied with ropes round their waists while on transfer?

(*f*) If the answer to (*e*) is in the affirmative, what steps do the Government propose to take in the matter?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) and (*e*) Yes.

(*b*) The officer responsible for escorting the prisoners was of the opinion from their attitude and behaviour that they might attempt to escape.

(*c*) Eight security prisoners were handcuffed but not roped during their transit from the jail to the steamer ghat. Gharis for this part of the journey were provided in which the prisoners refused to travel.

(*d*) The treatment of security prisoners on transfer is regulated by Police Regulations, Bengal 700 of which a copy is in the Library and to which the honourable member is referred.

(*f*) The attention of the officials concerned has been drawn to the instructions on the subject.

Revision of Security Prisoners Rules.

83. Rai HARENDRA NATH CHAUDHURI: (*a*) With reference to the answer given to the starred question No. 174 on the 19th March, 1941, will the Hon'ble Minister in charge of the Home Department be pleased to state whether the revision of the rules regarding the treatment of the security prisoners, i.e., persons detained without trial under the Defence of India Rules has been completed?

(*b*) If so, will he be pleased to lay on the Table a copy of the rules?

(*c*) If the revision has not been completed as yet, will the Hon'ble Minister be pleased to state the reason thereof?

(*d*) Will the Hon'ble Minister be pleased to state—

(*i*) when detention, i.e., imprisonment without trial under the Defence of India Rules began;

(*ii*) the number of persons now detained without trial under the Defence of India Rules; and

(*iii*) how many of them have been granted family allowance?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) A copy is laid on the Library Table.

(*c*) Does not arise.

(*d*) (*i*) The first orders under Defence of India Rule 26 (1) (*b*), issued on 8th June, 1940.

(*ii*) 216 on 31st July, 1941.

(*iii*) 11.

Persons killed and wounded in Dacca riot.

84. Mr. PRATUL CHANDRA GANGULY: Will the Hon'ble Minister in charge of the Home Department be pleased to state—

(*a*) the number of persons—

(1) killed, and

(2) wounded; and

(*b*) the number of houses looted, in the recent Dacca riot?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Up to 26th July, 1941—

(1) 94 killed.

(2) 313 wounded.

(*b*) No figures are available.

STARRED QUESTIONS

(to which oral answers were given)

Warders of the Presidency and Alipore Central Jails.

***55. Mr. SYED JALALUDDIN HASHEMY:** Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state—

(*a*) the qualifications, nature of duties and salaries allowed to European warders in the jails as compared with the Indian warders;

(*b*) what are the respective hours of duties of Indian and European warders in the Presidency and Alipore Central Jails; and

(*c*) what are the respective rules for the grant of leave to these two classes of warders?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) and (*b*) A statement is laid on the Table.

(*c*) The honourable member is referred to Chapter XV of the Bengal Service Rules of which a copy is in the Library.

Statement referred to in the reply to clauses (a) and (b) of starred question No. 55.

(a) As regards qualifications and duties the honourable member is referred to the following provisions of the Bengal Jail Code of which a copy is in the Library—

		European warders.	Indian warders.
Qualifications	..	267	297*, 298
Duties	..	270, 271	345, 346

odified in No. 162-H.J.D., dated the 12th October, 1940 (copy of which is laid on the Library Table).

Scales of pay are given below—

European warder—Rs.175—4/2—195—5/2—220.

Chief European Warder—Rs.220—10/2—230—5/2—250.

Indian warder—Rs.22—26 with increments of Re.1 after 3, 7, 10 and 17 years' approved service.

Indian Head Warder—Rs.30—1/2—37.

Indian Chief Head Warder—Rs.45—1—50.

(b) Duty hours of European warder—Day duty from unlock to 12 noon or 12 noon to lock-up and Night duty from 8 p.m. to 4 a.m. by rotation.

Duty hours of Indian warder—Day duty from unlock to 12 noon or 12 noon to lock-up. Night duty from 2 or 3 hours according to watches. Extra duty, i.e., double duty is very rare.

Slit trenches in Maidan.

***58. Mr. NALINI RANJAN SARKER:** (a) Will the Hon'ble Minister in charge of the Home Department be pleased to state—

(i) the particular expert authority which recommended the construction of the slit trenches in the Maidan in their present form; and

(ii) whether the Military authorities were consulted before constructing the slit trenches?

(b) If the answer to (a) (ii) is in the affirmative, will the Hon'ble Minister be pleased to lay on the Table a copy of the opinion that was tendered by them?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) The trenches were constructed under orders of Government after considering the views of a number of persons.

(*b*) I am unable to indicate the part, if any, played by the Military authorities.

Babu NARENDRA NARAYAN CHAKRABARTY : মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি এই সমস্ত গর্ত্ত খুঁড়তে কত টাকা খরচ হয়েছে ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I ask for notice.

Babu NARENDRA NARAYAN CHAKRABARTY : মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি এই গর্ত্তগুলি এখন জলে বুজে গেছে না ঠিক আছে ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I would ask the honourable member to have a look at them in the maidan.

Babu NARENDRA NARAYAN CHAKRABARTY : মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি যাঁরা এই গর্ত্তগুলি খোঁড়বার সদুপদেশ দিয়েছিলেন তাঁরা কি এই গর্ত্তগুলির উপযোগীতা সম্বন্ধে গভর্ণমেণ্টকে জানিয়ে ছিলেন ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have not understood the question.

Mr. SPEAKER: I would personally suggest to the Government as well as the Opposition to consider this that in matters like this which are likely to come up now or in future, it may not be desirable to disclose many things. I feel that if there is some conflict between the House and the Government in discussing some of these matters, it will be for Government to satisfy everybody concerned. Supposing a scheme has gone wrong from the security point of view the question should be answered because it is desirable that the public should know.

The Hon'ble Khwaja Sir NAZIMUDDIN: As far as this question is concerned, I am prepared to give all the information that is possible. Of course anything that may be very useful and good can be a subject of humorous comment if the honourable member takes it in a frivolous mood. I may inform the House that as far as these slit trenches are concerned——

Mr. SPEAKER: My point of view is this. In matters like this the House is entitled to know something; though some of these things should not be published.

Mr. SANTOSH KUMAR BASU: There is also another aspect of the matter to which I want to draw your attention. The public mind is very much exercised over this question and they naturally expect that something should be done in order to give protection to the public and from that point of view Mr. Nalini Ranjan Sarker has, I think, put this question for the purpose of satisfying the public whether expert opinion was obtained before this scheme was launched upon.

As regards supplementary questions, answers given by Hon'ble Minister are printed and supplementary questions will arise and if it is the intention that supplementary questions might be addressed to the Hon'ble Minister privately who will satisfy the members asking supplementary questions, I do not think that there will be any difficulty. In any event these questions have got enormous public interest and as such public answers are demanded.

Mr. SPEAKER: That is what I feel also. Answers should be given to any question that may be asked whether Government can or cannot answer. After that the supplementary questions will be a matter of arrangement between the Government and the Opposition.

The Hon'ble Khwaja Sir NAZIMUDDIN: I am prepared to accept any practical suggestion in this respect. I should be very glad to inform the House because I think the House, especially the honourable members sitting on that side of the House, should know what is being done and realise the seriousness of the whole situation.

Babu NARENDRA NARAYAN CHAKRABARTY: আমার কথা এই যে সমস্ত বিশেষজ্ঞদের উপদেশ নিয়ে এই সমস্ত গর্তগুলি খোঁড়া হয়েছিল তারা এর উপযোগিতা সম্বন্ধে গভর্ণমেণ্টকে কি জানিয়ে ছিলেন ?

Mr. SPEAKER: He wants to know what was the opinion of the experts as regards their suitability.

The Hn'ble Khwaja Sir NAZIMUDDIN: They must have considered them suitable; otherwise they would not have asked the Government to incur the expenditure.

Babu NARENDRA NARAYAN CHAKRABARTY: এই গর্তগুলির দ্বারা কি উপকার হবে ? মন্ত্রী মহাশয় জানাবেন কি ?

The Hon'ble Khwaja Sir NAZIMUDDIN: In the absence of proper air raid shelters these places are the best means available for protection against air raid.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether the experts whom the Government consulted advised them that in these trenches water might stagnate and that these trenches might turn out to be mosquito-breeding grounds as they have actually turned out to be?

The Hon'ble Khwaja Sir NAZIMUDDIN: I consider that some quantity of mosquitoes is better than being bombed out of existence.

Mr. NISHITHA NATH KUNDU: Is the Hon'ble Minister aware that all these slit trenches are filled up with water and have become quite unfit for any kind of shelter against air raid?

The Hon'ble Khwaja Sir NAZIMUDDIN: That is where I differ from the honourable member. Actually there has not been much stagnation of water and even if there is a certain amount of water I suggest that standing in it or sitting in it with a little bit of water against the possibility of being bombed or killed is better even if it entails inconvenience for a short while, for half an hour or an hour.

Mr. NISHITHA NATH KUNDU: Is the Hon'ble Minister aware that the slit trenches are brimful of water?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not know if that is a fact but it is possible that after a very heavy rain they may be brimful of water.

Mr. SANTOSH KUMAR BASU: Will the Hon'ble Minister be pleased to make arrangements for pumping the water out of these slit trenches in order to make them available for use by the public?

The Hon'ble Khwaja Sir NAZIMUDDIN: For the present I do not think that it is necessary. But if you are driven to that perhaps that may be one of the solutions.

Interview with Lokenath Bal, a prisoner.

***81. Mr. SASANKA SEKHAR SANYAL:** Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state—

(*a*) whether Lokenath Bal is a prisoner in the Alipore Central Jail;

(*b*) when he got his last interview;

(c) how many applications for interview with the said prisoner hav been received by Government since his last interview; and

(d) how these applications referred to in (c) above, have been deal with?

The Hon'ble Khwaja Sir NAZIMUDDIN: (a) Yes.

(b) On the 31st December, 1939.

(c) Two.

(d) In one case the application for interview was from his mother and was allowed but she did not avail herself of the permission. In the other case the applicant was his brother-in-law but he had already left Calcutta before orders were passed on it and the case was kept in abeyance pending a fresh application.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি যে লোকনাথ বাবুর মা এবং Brother-in-lawকে সাক্ষাত করবার অনুমতির সংবাদ জানান হয়েছিল কি না ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I believe they were informed at the place where they were staying in Calcutta. I do not know whether they were informed at Chittagong or not.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় জানেন কি লোকনাথ বাবুর মা এবং ভগ্নীপতির এখানে কোন বাসস্থান নেই ?

The Hon'ble Khwaja Sir NAZIMUDDIN: That is quite true. If the old lady wants, interview can be arranged on any particular day on which she will be in Calcutta. As I have stated here, unfortunately she must have left Calcutta or for some reason she did not take advantage of it. Probably she left Calcutta before permission was given.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় কি লোকনাথ বাবুর মায়ের ঠিকানায় এই অনুমতির সংবাদটি জানিয়ে দেবেন ?

The Hon'ble Khwaja Sir NAZIMUDDIN: I am sorry I cannot do that. I think that the honourable member who is so much interested will be able to do that better and this thing will also be published in the papers.

Mr. SPEAKER: I think you are right.

(After starred question No. 65 was called.)

Mr. SASANKA SEKHAR SANYAL: I suggest that starred question No. 65 and unstarred questions Nos. 56 and 58 may be taken together.

Mr. SPEAKER: Yes, I think we may take these questions up on another day. There is no time now because there are other questions.

Mr. SASANKA SEKHAR SANYAL: All that I beg of you is to see after finishing the other questions we are not in a hurry over these questions. If there is not ample time, then they may be held over because we want sufficient time for these questions.

Mr. SPEAKER: I think that within 10 minutes' time we shall be able to finish.

Grievances of jail clerks.

***67. Mr. NIHARENDU DUTTA MAZUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state whether certain grievances of the jail clerks were submitted to him by a memorial, dated the 11th May, 1938?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what steps, if any, the Government have taken in respect of the aforesaid grievances?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) A note of the demands submitted and the order of Government on them is laid on the Library Table.

Working hours of jail clerks.

***73. Mr. NIHARENDU DUTTA MAZUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state what are the working hours of the jail clerks in Bengal?

(*b*) Whether it is a fact that they are required to work on Sundays and gazetted holidays?

(*c*) Whether it is a fact that jail clerks are made to perform executive duties in addition to clerical works?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Hours of duty of jail clerks are from 7 a.m. to 12 noon and from 3 p.m. to 5 p.m. in district jails and from 6-30 a.m. to noon and from 4 p.m. to 7 p.m. in Central Jails but these hours may vary in individual cases.

(*b*) In Central Jails and District Jails with more than one clerk, the clerks are usually allowed to avail themselves of the Pujah and Christmas holidays in two batches. They are also allowed to take Sundays off in special cases. Government have also recently directed that in each fortnight one full or two half days off to be enjoyed on Saturdays and Sundays only shall be allowed to them.

(*c*) Some of the duties of jail clerks are of an executive nature.

Jail clerks of Bengal.

*79. **Mr. NIHARENDU DUTT MAZUMDAR:** Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state—

(*a*) the present number of jail clerks in Bengal; and

(*b*) the number of them that have been temporary for five years and over (showing their temporary period of service in each case)?

The Hon'ble Khwaja Sir NAZIMUDDIN: A statement is laid on the Table.

Statement referred to in reply to starred question No. 79.

(*a*) 88 (76 permanent and 12 temporary).

(*b*) Amongst the permanent clerks the following were temporary for the period specified against them:—

8 for over 5 years.

9 for over 6 years.

5 for over 7 years.

2 for over 8 years.

Of the temporary clerks one has put in over 6 years' service, one over 7 years and one over 9 years.

Protest meeting against the Jute Regulation Act, 1940.

*80. **Mr. ATUL KRISHNA GHOSE:** (*a*) Is the Hon'ble Minister in charge of the Home Department aware of the fact that on the 28th February last a meeting was held at Chuknagar, police-station Dumuria, in the district of Khulna, to criticise the Jute Regulation Act of 1940?

(*b*) Will the Hon'ble Minister be pleased to state whether it is a fact that Babu Anil Chakravarti was arrested for delivering a speech in that meeting?

(c) Will the Hon'ble Minister be pleased to state how many people have been arrested in connection with the function of Jute day, the 28th February, in the district of Khulna?

The Hon'ble Khwaja Sir NAZIMUDDIN: (a) No such meeting was held at Chuknagar on or about the 28th February, 1941.

(b) and (c) Do not arise.

Mr. ATUL KRISHNA GHOSE: Mr. Speaker, Sir, the Hon'ble Minister in giving his reply to (b) and (c) says that they "do not arise". I should, in this connection, like to draw your particular attention to question (c), and if you will kindly go through it, you will realise that this question does arise, but Government have avoided replying to it.

Mr. SPEAKER: I think it ought to be an independent question.

Mr. ATUL KRISHNA GHOSE: Since the question is there, I think Government cannot say that it does not arise.

The Hon'ble Khwaja Sir NAZIMUDDIN: I am sorry, Sir: I realise the mistake.

Mr. ATUL KRISHNA GHOSE: In that case, I should like to have a proper reply from the Hon'ble Minister.

The Hon'ble Khwaja Sir NAZIMUDDIN: I am sorry again because I am not in a position to make a reply off-hand.

Mr. SPEAKER: What I would suggest, Mr. Ghose, is to allow this part of the question as a specific question, have it numbered and sent out to the department of Government concerned for a reply.

Mr. ATUL KRISHNA GHOSE: Thank you, Sir.

Refusal of permission to hold meeting at Daulatpur.

*71. **Mr. ATUL KRISHNA GHOSE:** (a) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether petitions were received by the District Magistrate of Khulna from Babu Nirmal Chandra Das and others to hold meeting on the 28th February last to criticise the Jute Regulation Act, 1940?

(*b*) Were permissions to hold such meetings at Daulatpur withheld?

(*c*) If the answer to (*b*) is in the affirmative, what is the reason for that?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) and (*b*) No petition was received from Babu Nirmal Chandra Das but a petition was received from Babu Sachin Bose for permission to hold a meeting on the 28th February, 1941, in celebration of All-Bengal Jute Day: permission was refused.

(*c*) The object of the meeting was reported to be to incite mass contravention of the provisions of the Jute Regulation Act.

Mr. ATUL KRISHNA GHOSE: Will the Hon'ble Minister be pleased to enquire whether it is a fact that in response to the petition the District Magistrate at the first instance had allowed the people to hold the meeting but subsequently the Superintendent of Police disallowed that meeting?

The Hon'ble Khwaja Sir NAZIMUDDIN: That is quite possible in case the Superintendent of Police had had some information which was not in the possession of the District Magistrate when he gave the permission, but when that piece of information was placed before him, he withheld his previous permission.

Mr. ATUL KRISHNA GHOSE: How was it that the Superintendent of Police could have been in a position to overrule the order of the District Magistrate on the very same day?

The Hon'ble Khwaja Sir NAZIMUDDIN: The Superintendent of Police did not overrule the order of the District Magistrate, but he placed certain facts before the latter which made the District Magistrate to change his mind.

Mr. ATUL KRISHNA GHOSE: In that case, in what way will the people proceed, since they had already got the sanction of the District Magistrate to hold the meeting there?

The Hon'ble Khwaja Sir NAZIMUDDIN: I hope the District Magistrate took steps to inform the people that that order had subsequently been cancelled.

Mr. ATUL KRISHNA GHOSE: Is the Hon'ble Minister aware of the fact that no such intimation was given?

The Hon'ble Khwaja Sir NAZIMUDDIN: I ask for notice.

Appointment of Scheduled Caste members in the Managing Committees of schools.

*74. **Mr. ADWAITA KUMAR MAJI:** Will the Hon'ble Minister in charge of the Education Department be pleased to state whether the Government contemplate the appointment of members of the Scheduled Caste community in the Managing Committee of the Government and District Board aided middle English and high English schools of the Province?

MINISTER in charge of the EDUCATION DEPARTMENT (the Hon'ble Mr. A. K. Fazlul Huq): The question will receive sympathetic consideration.

In schools which are classed as Scheduled Caste schools for the purpose of receiving special treatment and help from the funds allotted for Scheduled Caste education, there is no dearth of Scheduled Caste members on the Managing Committees. In other schools, it does not appear to be immediately necessary to make any reservation for members of the Scheduled Caste community; the District Magistrate may in the case of aided schools and if he thinks that the interests of the community are being neglected, insist upon the appointment of an additional member to represent those interests.

Babu PREMHARI BARMA: Will the Hon'ble the Chief Minister be pleased to state the reason why "in other schools, it does not appear to be immediately necessary to make any reservation for members of the Scheduled Caste community"?

The Hon'ble Mr. A. K. FAZLUL HUQ: That is obvious, because either there is no Scheduled Caste student or there is no member belonging to that community there.

Babu PREMHARI BARMA: Will the Hon'ble Minister be pleased to issue instructions to the District Magistrates to insist upon the appointment of a Scheduled Caste member on the Committees of all schools to which grant is given by Government or by the District Boards?

The Hon'ble Mr. A. K. FAZLUL HUQ: No special directions are necessary. As a matter of fact, the present position is that where the District Magistrate thinks that the interests of the community are being neglected, he insists upon the appointment of an additional

member belonging to that community, and that where their interests are being looked after, he may not think it necessary to do anything. Therefore, there is no point in issuing separate instructions to District Magistrates. As far as I know, the matter is always settled by the District Magistrate in consultation with the school authorities concerned.

Grant of allowance to the family of security prisoner Babu Birendra Chandra Chatterjee.

*75. **Mr. JNANENDRA CHANDRA MAJUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether he has received any petition from security prisoner Babu Birendra Chandra Chatterjee for granting him a family allowance?

(*b*) If so, what action has been taken on it?

(*c*) Is the Hon'ble Minister aware—

(*i*) that he was granted a family allowance of Rs.55 only per month while he was detained last time under the Bengal Criminal Law Amendment Act during the period 1930-38; and

(*ii*) that Biren Babu was the sole earning member of his family consisting of his aged mother, wife and two minor sons and was earning not less than Rs.100 a month?

(*d*) If the answer to (*c*) is in the affirmative, is the Hon'ble Minister considering the desirability of granting him a family allowance?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) and (*c*) (*i*) Yes.

(*b*) It has been rejected.

(*c*) (*ii*) Yes, except that his mother was not maintained by him.

(*d*) No.

Mr. CHARU CHANDRA ROY: Sir, in answer (*c*) (*ii*) Government admits that Biren Babu was the sole earning member of his family and still we find that Government is not ready to grant any allowance to Biren Babu's wife and children. Now, will the Hon'ble Minister be pleased to state whether the admission made by it is wrong or the statement made by it is wrong?

The Hon'ble Khwaja Sir NAZIMUDDIN: As far as I am aware, none of my statements are incorrect.

Mr. SPEAKER: But Sir Nazimuddin, his point is that the Security prisoner in question having been the sole earning member of his family, leaving out the case of his mother, what has Government done for the maintenance of his family, namely, his wife and two children?

The Hon'ble Khwaja Sir NAZIMUDDIN: The uncle of the prisoner is ready to maintain the eldest son as well as the prisoner's wife and the other son if they live separately. The wife of the prisoner, however, is unwilling to receive any help from the uncle although the latter is prepared to maintain the family.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister be pleased to state whether it is not a fact that Biren Babu was supporting his wife and the two children as well as his mother who was living at Benares, and that while he had been a detenu under the Bengal Criminal Law (Amendment) Act in the former days, Government had given a separate allowance for his wife and children and another allowance for his mother?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have stated the facts which are already there, and I have nothing further to add.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister be pleased to state what is the source of maintenance of his wife and the two minor sons now?

The Hon'ble Khwaja Sir NAZIMUDDIN: As I have already stated, the uncle had offered to maintain the prisoner's wife and the children. He is prepared to take the eldest son and also to provide for the maintenance of the wife and the other son of the prisoner if they live separately from him.

Mr. SASANKA SEKHAR SANYAL: Is the Hon'ble Minister in communication with that uncle and has the offer been made by the uncle to the Government?

The Hon'ble Khwaja Sir NAZIMUDDIN: This is our information. Unless the honourable member can satisfy me that this is not correct, I have got nothing further to say.

Mr. SASANKA SEKHAR SANYAL: I am not making any insinuation. I am simply asking for information whether this offer has been made to Government and whether the matter is under communication between the uncle and the Government.

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir. This information I have received from those who are making the enquiry and these officers were assured that this was the position. If the honourable member can satisfy me that this position is not correct and that the uncle is not prepared to maintain, in that case I am prepared to look into it.

Mr. SASANKA SEKHAR SANYAL: Pending the acceptance of this offer or the materialising of this offer, how is the family including the wife and the minor sons being maintained and what is the information of Government with regard to that?

The Hon'ble Khwaja Sir NAZIMUDDIN: There was some saving at the time when the prisoner was arrested and I think they are maintaining themselves from that saving.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister be pleased to state whether Government is aware that the wife of Birendra Babu with her children are living with a poor relation of hers who can hardly maintain his own family?

The Hon'ble Khwaja Sir NAZIMUDDIN: That is because the wife is not prepared to accept assistance from the uncle.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister please consider the desirability of furnishing maintenance from Government pending the final solution of the matter between the Government and the uncle?

The Hon'ble Khwaja Sir NAZIMUDDIN: The difficulty is not with regard to any question between the uncle and the Government. The uncle is prepared to maintain but the difficulty is that the lady is not prepared to accept assistance from the uncle.

Mr. ATUL KRISHNA GHOSE: In view of the reply just now given that the wife considers it humiliating to accept any help from the uncle, will the Hon'ble Minister be pelased to state what justification has Government got to throw that lady on the mercy of that uncle?

The Hon'ble Khwaja Sir NAZIMUDDIN: That is a big question. We feel that if there are family members who are prepared to assist them, there is no reason why Government should assist. Government will assist only in those cases where there is no means of such people being maintained.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister consider the desirability of making an enquiry from the lady herself as to what are the reasons for her refusing to accept any assistance from the uncle?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have got that already. The ground is the long existant ill-feeling between him and her husband.

Mr. SASANKA SEKHAR SANYAL: Has Government applied its wisdom into the report of that enquiry?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not think it is necessary. It is not disputed.

Mr. SASANKA SEKHAR SANYAL: Is it the policy of Government that when the wife of a detenu refuses to be helped by an undesirable relation——

Mr. SPEAKER: The lady considers Government to be a better friend than the uncle.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister be pleased to state whether it is the policy of Government to refuse allowance to the dependants of a detenu when those dependants refuse to be obliged by undesirable relations?

The Hon'ble Khwaja Sir NAZIMUDDIN: Yes, that is the position. I do not think that Government can accept the position that the dependants who refuse to accept assistance from their families must have assistance from Government. That is a proposition which we are at present not prepared to accept.

Mr. SASANKA SEKHAR SANYAL: Is it the information of Government that all uncles are friends.

Mr. SPEAKER: Next.

Mr. SASANKA SEKHAR SANYAL: Sir, this is an important question.

Mr. SPEAKER: He has already answered that.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Circle Officer, Natore North Circle.

53. Mr. CHARU CHANDRA ROY: (*a*) Has the attention of the Hon'ble Minister in charge of the Home Department been drawn to the judgment delivered by the Subordinate Judge of Rajshahi against the present Circle Officer, Natore North Circle?

(*b*) Is it a fact that the learned Judge made a remark against his conduct towards one Union Board President within his circle?

(*c*) If the answer to (*b*) is in the affirmative, will the Hon'ble Minister be pleased to state what action, if any, has been taken against the officer concerned?

(*d*) If no action has been taken as yet, will the Hon'ble Minister be pleased to state whether the Government contemplate to take any action?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) The case was not heard by the Subordinate Judge of Rajshahi; it was tried by the Munsif of Natore; an appeal has been filed against the order of the Munsif which is pending before the District Judge of Rajshahi.

(*b*) to (*d*) Do not arise.

Mr. SATYA PRIYA BANERJEE: With reference to answer (*a*), will the Hon'ble Minister be pleased to state if his attention has been drawn to the judgment of the Munsif of Natore against the Circle Officer of Natore?

The Hon'ble Khwaja Sir NAZIMUDDIN: The question is *sub judice* as far as I can see from the answer.

Assault on an under-trial prisoner in Berhampore Jail.

63. Mr. SYED JALALUDDIN HASHEMY: (*a*) Will the Hon'ble Minister in charge of the Home (Jails) Department be pleased to state whether it is a fact that one under-trial prisoner was struck on the head

by a warder in the Berhampore Jail on or about the 31st January, 1941, causing bleeding injury and necessitating his removal to the jail hospital?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what was the reason or justification for such an assault?

(*c*) If there was no justification for this assault, will the Hon'ble Minister be pleased to state what action, if any, he proposes to take against the warder concerned?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) Disobedience of orders for not sitting in file for the Superintendent's daily parade.

(*c*) Disciplinary action was taken, but I am not satisfied with it, and am having the case reviewed.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us the approximate time he may take to review the case finally?

The Hon'ble Khwaja Sir NAZIMUDDIN: I looked into this case about 10 or 15 days ago and it has not come back to me yet.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister be pleased to state what is the nature of the disciplinary action taken?

The Khwaja Sir NAZIMUDDIN: I do not think any useful purpose will be served now in asking this. I am not satisfied with the disciplinary action taken and I am looking further into this question.

Gumti river embankment.

76. Mr. JACAT CHANDRA MANDAL: (*a*) Will the Hon'ble Minister in charge of the Communications and Works (Irrigation) Department be pleased to state whether it is a fact that the recent

breaches in the Gumti river embankment has caused irreparable loss to the poor cultivators of Kotowali police-station and Burichong police-station of the Tippera district?

(*b*) If so, what measures, if any, do the Government contemplate taking in the matter?

MINISTER in charge of the COMMUNICATIONS and WORKS DEPARTMENT (the Hon'ble Maharaja Srischandra Nandy, of Cossimbazar): (*a*) and (*b*) The honourable member is referred to the reply given to starred question No. 89 in this session.

Keleghai Embankment in Contai subdivision.

78. Mr. KRISHNA PRASAD MONDAL: (*a*) Will the Hon'ble Minister in charge of the Communications and Works (Irrigation) Department be pleased to state—

(*i*) the amount estimated to be received as Public Works cess or Embankment cess for Keleghai Embankment; and

(*ii*) the scheme on which it is likely to be spent?

(*b*) Is the Hon'ble Minister aware that the flood in Contai subdivision of Midnapore in 1940, was mainly due to the breach in Keleghai Embankment?

(*c*) Has the said breach been repaired?

(*d*) If so, will the Hon'ble Minister be pleased to state the amount spent for repairing the breach?

(*e*) What steps the Government have taken or intend to take to stop recurrence of such breach?

The Hon'ble Maharaja SRISCHANDRA NANDY, of Cossimbazar: (*a*) (*i*) The embankment receipts in respect of three embankments, viz., Kaliaghye left, Salimabad and Amarshi Embankments on the banks of

the Kaliaghye river are estimated at Rs.14,517 per annum for a period of 15 years commencing from the 1st April, 1934.

(*ii*) The Takavi cess is spent on the repairs and maintenance and works connected therewith of the Takavi embankments.

(*b*) No.

(*c*) Yes.

(*d*) The total estimated cost is Rs.9,000; but the figure for actual expenditure incurred is not yet available.

(*e*) A scheme for widening the bed of the river Kaliaghye on both sides from Langolkota to Sewlipur has been sanctioned and funds provided for it in the budget. The execution of this work is expected to lower the flood level of the river and thus ensure the safety of the embankments.

STARRED QUESTIONS

(to which oral answers were given)

Appointments in the Communications and Works (Irrigation) Department from 1937 to 1941.

***100. Mr. MUHAMMAD ABUL FAZL:** Will the Hon'ble Minister in charge of the Communications and Works (Irrigation) Department be pleased to lay on the Table a statement showing grade by grade the number of clerical and other superior appointments made in his Department from the 1st April, 1937, to 30th June, 1941, from the—

(1) Caste Hindus,

(2) Muslims,

(3) Scheduled Castes, and

(4) Others?

The Hon'ble Maharaja SRISCHANDRA NANDY, of Cossimbazar: A statement is laid on the Table.

Statement referred to in the reply to starred question No. 100.

Name of service, post or office.	Number of appointments.				Remarks.
	Caste Hindus.	Scheduled Caste Hindus.	Muslims.	Others.	
(1) Bengal Senior Service of Engineers (Irrigation).	4	..	3	..	No qualified Scheduled Caste candidate was available. There is still one vacancy which is reserved for a Muslim.
(2) (a) Bengal Engineering Service (Irrigation)	3	1	3	..	
(b) Bengal Engineering Service (Irrigation) (temporary).	6	..	6	..	No qualified Scheduled Caste candidate was available.
(3) (a) Subordinate Engineering Service (Irrigation) Overseers.	22	2	16	..	
(b) Subordinate Engineering Service (Irrigation) Overseers (temporary).	21	2	15	..	
(4) Zilladar ..	..	..	1	..	
(5) Department of Communications and Works (Irrigation) including Chief Engineer, Irrigation's office—					
(a) Assistant (Lower Division).	1	..	1	..	
(b) Assistant (temporary).	1	.	..	..	
(c) Typist ..	1	..	1	..	
(d) Typist (temporary)	1	..	..	..	
(e) Mohurrir ..	1	..	..	..	
(f) Mohurrir (temporary)	..	..	1	..	
(g) Record Supplier (temporary).	..	..	1	..	

Name of service, post or office.	Number of appointments.				Remarks.
	Caste Hindus.	Scheduled Caste Hindus.	Muslims.	Others.	
(6) South-Western, Southern and Development Circles—					
(a) Head Assistant ..	1	..	..	..	
(b) Correspondence Clerks (Upper Division).	2	..	1	..	
(c) Correspondence Clerks (Lower Division).	14	3	18	..	
(d) Correspondence Clerks (Lower Division) (temporary).	10	..	13	..	
(e) Head Estimator ..	1	..	..	..	
(f) Estimator ..	3	..	5	..	
(g) Estimator (temporary)	..	..	1	..	
(h) Draftsman ..	5	3	8	..	
(i) Draftsman (temporary).	1	..	..	..	
(j) Tracer ..	2	..	3	..	
(k) Tracer (temporary) ..	1	..	3	..	
(l) Typist ..	3	..	5	..	
(m) Subdivisional Clerks, etc.	6	2	11	..	
(n) Subdivisional Clerks, etc. (temporary).	1	..	1	..	
(o) Mohurrirs, Tahsildar, etc.	3	2	7	..	
(p) Mohurrirs, Tahsildar, etc. (temporary).	4	3	14	..	
(q) Miscellaneous posts ..	2	1	2	..	

Construction of Sherpur-Nalitabari road in Mymensingh.

*101. **Mr. FAZLUR RAHMAN:** (a) Is the Hon'ble Minister in charge of the Communications and Works Department aware—

(i) that Nalitabari, Banagram and other places of the same locality in the Jamalpur subdivision in the district of Mymensingh, are important paddy centres;

(*ii*) that they supply paddy and wood throughout the district and other places of Bengal; and

(*iii*) that there is no road connecting the said places?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state whether Government contemplate the construction of a road connecting Sherpur and Nalitabari *via* Ghagra Laskar?

The Hon'ble Maharaja SRISCHANDRA NANDY, of Cossimbazar: (*a*) (*i*) and (*ii*) I have no information.

(*iii*) There are unmetalled roads connecting the said places.

(*b*) Not at present.

Lighting restriction to motor cars in Chittagong town.

***115. Khan Bahadur MD. ANWARUL AZIM:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact—

(*i*) that the condition of the roads in Chittagong town is not good; and

(*ii*) that the local authorities have already moved Government for the modification of lighting restrictions to motor cars in the town to prevent accidents?

(*b*) If the answer to (*a*) (*ii*) is in the affirmative, what action the Government propose to take in the matter?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*) Yes.

(*ii*) No.

(*b*) Does not arise.

Question Postponed.

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, I would rather request you to have this question (Starred Question No. 65) postponed.

Mr. SPEAKER: All right.

My idea is that I will get these four questions (Starred Questions Nos. 65 and 112 and Unstarred Questions Nos. 56 and 58) printed together on the next available day so that the members may get them together, otherwise they will have to hunt out for them.

Mr. SASANKA SEKHAR SANYAL: Sir, these questions are pending some of them from the last session.

Mr. SPEAKER: I shall try and see that they come up in a day or two.

May I remind the Hon'ble Home Minister that there was an adjournment motion tabled and on that adjournment motion I have postponed my decision pending the reply from Government to the short-notice question tabled by Mr. Satya Priya Banerji and Dr. Sanyal? I shall have to decide the question only after the receipt of information whether it is accepted or not.

The Hon'ble Khwaja Sir NAZIMUDDIN: When was that short-notice question put?

Mr. SPEAKER: I think last Saturday.

The Hon'ble Khwaja Sir NAZIMUDDIN: I shall look into it.

Mr. SANTOSH KUMAR BASU: May I remind the Hon'ble Home Minister of another short-notice question which I gave notice of in connection with the suppression of the statement by the Censor?

The Hon'ble Khwaja Sir NAZIMUDDIN: A reply will be given shortly.

Messages.

The Secretary then read the following messages received from the Bengal Legislative Council, namely:—

(I) "That the concurrence of the Bengal Legislative Assembly be asked to the Calcutta and Suburban Police (Amendment) Bill, 1941, as passed by the Bengal Legislative Council at its meeing held on the 2nd September, 1941".

(II) "That the Bengal Legislative Council at its meeting held on the 3rd September, 1941, agreed to the St. Thomas' School (Amendment) Bill, 1941, without any amendments".

"Star of India's" apology.

Mr. SPEAKER: Members will remember that I issued a notice to the "Star of India" and asked an explanation from the paper. I have received the following explanation from the editor of the paper:—

"Premature publication was due to inadvertence and I submit my apology to the Hon'ble Speaker and through him my regrets to the honourable members for irregularity".

It is an unqualified apology which may be accepted by the House.

(It was accepted.)

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Mr. SPEAKER: The House will now resume further discussion on the Bengal Secondary Education Bill, 1940.

Dr. NALINAKSHA SANYAL: Before we proceed with the discussions on the clauses of the Bill, may we know, Sir, what procedure you desire to follow? If we know that, it will be convenient for us because we shall then know how to arrange our speakers.

Mr. SPEAKER: There is also this thing to be considered. We have got only 7 or 8 days. I understand that Government propose to introduce the Bengal Agricultural Income-tax Bill in this session and then refer it to the Select Committee. We must also know when the House is going to be prorogued by His Excellency the Governor. If it is likely to be prorogued before the holidays, when is the Bengal Agricultural Income-tax Bill likely to be taken up? I understand that there is also another very important matter, *viz.*, the Bengal (Rural) Primary Education (Amendment) Bill, 1941, which the Government want to be taken into consideration and passed. I would like to know the sort of programme which Government propose to follow?

Mr. Khwaja SHAHABUDDIN: Sir, in this connection I would like to see you in your Chamber and after we have had some discussion, I shall see the leaders of other parties.

Mr. SPEAKER: In the meantime, shall we proceed clause by clause?

Dr. NALINAKSHA SANYAL: So far as we are concerned, we have given notice of our amendments which show the various alternative schemes we have in view. We submit that we may take up the most exclusive amendments first and we shall follow clause by clause.

Mr. SPEAKER: Do you want to begin with clause 2?

Rai HARENDRA NATH CHAUDHURI: Yes, Sir, we shall begin with clause 2.

Dr. NALINAKSHA SANYAL: We see no reason to deviate from the usual practice.

Mr. SPEAKER: As regards clause 2, there is still some chance of an agreement being reached.

Dr. NALINAKSHA SANYAL: Then, in that case, you may adjourn the House.

Mr. SPEAKER: That I cannot do.

Dr. NALINAKSHA SANYAL: There is also another difficulty in our way. We have to arrange our speakers. We have to give them some time to study the different amendments as they stand. We have also not received as yet the Government amendments completely. We got a bundle sent to us yesterday and we are also not sure if they are going to be taken up. If we knew from the Government side a complete picture of all that they propose to move in connection with this Bill, it would be very helpful for us to prepare our speakers accordingly.

Mr. SPEAKER: I cannot say anything about Government. All I say is so far as leaving out particular sections of the Bill is concerned, that is not from your point of view satisfactory and you will prefer to proceed clause by clause.

Dr. NALINAKSHA SANYAL: We only want to have the Government's mind completely placed before us.

Mr. SPEAKER: One does not know one's own mind. How can I speak of the mind of Government?

Dr. NALINAKSHA SANYAL: It is the parliamentary practice to let the Opposition know the Government's mind before the debate is initiated.

Clause 1.

Mr. SPEAKER: In any case, there is no amendment to clause 1. So, I shall put it first.

The question that clause 1 stand part of the Bill was then put and agreed to.

Clause 2.

Mr. MANMATHA NATH ROY: Mr. Speaker, Sir, I move amendment No. 658.

Mr. SPEAKER: Just a minute, Mr. Roy. Are you moving your amendment No. 34, Mr. Biswas?

Mr. SURENDRA NATH BISWAS: No, Sir.

Mr. MANMATHA NATH ROY: Sir, the amendment I move is to this effect that for sub-clause (*1*) of clause 2 the following be substituted, namely:—

"(*1*) 'Recognised' means recognised by the Board or prior to the constitution of the Board by the Syndicate of the University of Calcutta or by the Board of Secondary and Intermediate Education, Dacca".

This amendment contemplates three alterations. In the first place, the word "approved" in the Bill is to be substituted by the word "recognised".

The second alteration that is proposed is that whereas under this Bill it is the Executive Council which is to recognise schools and for the recognition of schools, the Executive Council is proposed in the Bill to be the authority, according to my amendment, it is the Board that should recognise and should be the authority to recognise schools.

The third alteration that I propose is that whereas under the Bill, until the constitution of the Executive Council, the Provincial Government will have the power to recognise a school, according to my amendment, the proposal is that until, the constitution of the authorities under the Act, it is the Syndicate of the University of Calcutta or the Board of Secondary and Intermediate Education in Dacca which should recognise the schools. Before I proceed further, Sir, I shall refer to the relevant provisions in the Bill relating to the question of recognition. I shall first refer to clause 20 where the power of the Executive Council is defined, and I propose to quote those portions of this clause which have a bearing on the amendment now before us. "Subject to the provisions of section 18, the Executive Council shall have power to"—I am leaving out the first two paragraphs and come to (*i*)—"in accordance with such regulations as may be made by the Board in this behalf, grant or refuse approval to secondary schools, maintain a register of approved secondary schools, and withdraw such approval if it thinks fit". Then comes sub-clause (*iii*), namely, "in accordance with such regulations as may be made by the Board in this behalf, recognise secondary schools for the purpose of presenting candidates for examinations, including the Matriculation Examination of the University of Calcutta, and withdraw such recognition if it thinks fit". Then, Sir, I move on to sub-section (*2*) which says that with effect from such date as the Provincial Government may, by notification, appoint (*c*) a secondary school which is not so approved and registered shall not be eligible for recognition by the Executive Council for presenting candidates for examinations, including the Matriculation Examination of the University of Calcutta; provided that every secondary school which, on the date of the first meeting of the Board held under this Act, is recognized by the University of

Calcutta for the purpose of presenting candidates for the Matriculation Examination of the said University, shall be approved and registered by the Executive Council for a period of two years from that date and shall, during the said period of two years, be recognized by the Executive Council for the purpose of presenting candidates for the said Matriculation Examination. These are the relevant provisions relating to the recognition of schools and the authority of the Executive Council to recognize the schools.

Now, Sir, the amendment that is proposed is that it is not the Executive Council which should recognize schools, but it is the Board which should exercise that power. And in this connection I propose to place before the House some of the provisions relating to the constitution of the Board as well as of the Executive Council as provided in this Bill, because I strongly feel that having regard to the constitution of the Executive Council and that of the Board, it is the Board which should have that authority. All the different academic interests are represented on the Board, but the Executive Council is a packed body consisting largely of Government officials. In clause 19 of the Bill you will find that the Executive Council shall be composed of the President, *ex-officio*, the Vice-Chancellor of the University of Calcutta, *ex-officio*, the Vice-Chancellor of the University of Dacca, *ex-officio*, the Director of Public Instruction, *ex-officio*, the Assistant Director of Public Instruction, *ex-officio*, the Deputy Directress of Public Instruction for Female Education, *ex-officio*, two Inspectors of Schools, to be appointed by the Provincial Government. So, you have in the Council four officials who are under the thumb of the Director of Public Instruction, and the Director of Public Instruction will be able to control the votes of these officials in the Executive Council. Then, there is no non-official lady educationist—there is no lady except the Deputy Directress of Public Instruction who is an official. Then, there is no representation of teachers here: teachers may come in, but they cannot come in as teachers. But if we look at the constitution of the Board in clause 4, we find that the academic interests are largely represented therein. You have got five head masters of approved high schools, one head mistress of an approved high school, two principals of approved high madrassahs, etc. Then you have got also the Head of the Department of Islamic Studies and Arabic of the University of Dacca, the Head of the Sanskrit Department of the University of Calcutta, the Head of the Arabic and Persian Department of the University of Calcutta. Then there is a provision for the appointment of experts in special subjects having technical and educational experience. It is provided in sub-clause (*21*) of clause 4, that amongst the ten persons to be appointed by the Provincial Government, persons having special or technical knowledge from the educational standpoint in agriculture, industry, commerce and medicine, persons associated with physical education and persons of the teaching staff of the training

colleges in Bengal shall have to be included. You have got these interests represented on the Board but they are not represented on the Executive Council.

Then, there is a provision for three women to be appointed by the Provincial Government to the Board, whereas there is to be only one official lady on the Executive Council. Besides, on the Board, you have got representatives of the Senate of the University of Calcutta and of the Executive Council of the University of Dacca as well as the representatives of this Assembly and of the Council. Looking at the constitution of these two bodies, I have no hesitation in saying that the Board is the proper authority to give recognition to schools, for the Board is the proper authority competent to deal with all educational and academic matters including special and technical education. But if the power of recognition is to be given to the Executive Council, the Executive Council will not be able to give full consideration to the various interests and stand points that would come up before it. The points of view relating to technical and special subjects cannot be adequately considered by the Executive Council.

Then, Sir, there is the question as to whether, pending the formation of the new authorities, it is the Government or the Syndicate of the University of Calcutta or the Dacca Board who will grant recognition or approval. I feel no doubt, Sir, that I shall have the support of this House to my amendment. I do not feel that the Government is the proper authority to grant recognition. We have been fighting against this policy ever since the new proposals were placed before the country. It seems to me that this provision making the Provincial Government the authority for recognition of schools is a pernicious and insidious proposal. I have no doubt, as was referred to by several speakers during the debate on the recommittal motion, that a department of Government should not control recognition of schools. The new authority must not be under the heels of the Writers' Buildings and politics or politics of a communal type should have nothing to do with the question of recognition of schools. I have no doubt, Sir, there ought not to be any change in policy before the new authorities come into existence. The Calcutta University has always granted recognition on the report of the Government Inspectors and, Mr. Speaker, you are aware, as you preside over the destinies of the School Committee, with what great care and at what great length we go into all questions of recognition, and it cannot be suggested that the Calcutta University has up till now not done its duty in the matter of recognition of schools. So long at least as the new authorities do not come into existence, the present state of things should go on, namely, in regard to the question of recognition the University of Calcutta or the Dacca Board, as the case may be, should continue to

have this authority as before. I do not feel there is any justification for washing away what has been done by the Calcutta University all these years up till now.

Mr. Speaker, Sir, you are also aware that the School Committee meets almost every week. In the School Committee we have got Lady Educationists, we have got Inspectors of Schools and we have got official and non-official elements and there is hardly any reason whatsoever for taking away the authority of the Syndicate or the Dacca Board till the new authorities come into existence. This is a very small matter and I have no doubt that Government will accept my motion. What harm will ensue to secondary education if for a year or so or for two years or so the University of Calcutta continues to exercise the powers which it has exercised, practically for about a century.

Sir, this is a very small concession which I ask of the Government. All that I have said contemplates the establishment of a Board. This is not inconsistent with the creation of a new Board, but all that we seek in this amendment is that till the new authorities come into existence, the Syndicate of the University of Calcutta, or the Dacca Board as the case may be, will continue to have this power to give recognition to schools. This is nothing more than a small concession. The proposal which comes from the Government is to make the Provincial Government the authority till the new authorities come into existence. I submit, Sir, that that is an insidious and mischievous proposal. You cannot, you ought not to give all these academic functions to a political body and a body inspired by communal politics. The temple of learning should not be desecrated by such communal or political considerations. Besides, it is a matter which will create consternation in the country. The Government is not aware of the merits of the different institutions. How can it straight off go into the question as to whether the different schools will continue to have the recognition or they should be deprived of it? How it is possible for the Government to consider the cases of these 1,400 schools and to come to a decision as to which schools should continue to have recognition and which should not. I repeat that it will create a serious consternation all over the country. I hope that the Government will not oppose this amendment.

Mr. SURENDRA NATH BISWAS: Mr. Speaker, Sir, I rise to support the amendment which has been moved by my honourable friend Mr. Manmatha Nath Roy. He has already pointed out the pernicious effect of the definition of the word "approved" as is found in the Bill. If this amendment is not accepted, what will be the position? Under clause 4, 5 Head Masters of approved high schools

for boys will be elected to the Secondary Education Board by the Head Masters of such schools only as will meet with approval in the hands of Government.

Similarly, one Head Mistress of an approved high school for girls will be eligible for election to the Board and the Head Mistresses of those schools only will be eligible to cast their votes for such election which will be approved by the Provincial Government. Now, the question is whether the Government should be given this power of selecting the schools which may take part in these elections.

Sir, it was contended by honourable members of the Opposition when the motion for recommittal of this Bill was being discussed in this House that the primary object of Government in introducing this Bill was to snatch away the power of supervision and control of secondary education of this province from the hands of the University. Thereafter, only a few days back when the Special Committee was considering the provisions of this Bill, that contention was upheld by the members of that Committee and I understand it was generally agreed that amendments should be made so that the powers which the Government wanted to have for themselves might be minimised as far as possible. Therefore, I do not find any reason why such power should be given to the Government that they may be able to manipulate even the elections of members to the Board when it will be constituted. Sir, now let us see who virtually form the Government of Bengal. Rightly or wrongly, the people of this province understand this Government to be nothing but a Government of the members of the Coalition Party. I have heard many Ministers say in this House that the members of the Coalition Party are the masters of Ministers. One day the Hon'ble Minister of Education was showing his back towards us and was addressing the Coalition Party saying that he had no business to talk to the members of the Opposition but that his only duty was to address the members of the Coalition Party because they were his masters. That statement, rather, confession of the Hon'ble Minister of Education has created an impression in the mind of the people of this province that its Government means nothing but the Coalition Party which is supporting it, no matter whether a measure that is brought forward is good, bad or indifferent. Now, Sir, it is a fact, and it has been pointed out by honourable members of the Opposition and some other speakers who spoke on the motion for the recommittal of this Bill to the Select Committee, that the Coalition Party has approached this Bill with a communal outlook. Even the Hon'ble Minister of Education admitted that fact. Firstly, he said that the Hindus had so long controlled entire education and now the Muslims were trying to predominate in the Board in order to control secondary education in this province, of course, he also said that the Hindu community should wait and see how the Muslims fared, and that if

they were found incompetent, in any respect, then and then alone the Bill might be amended to that extent. Now, Sir, it will not do for the members of the Coalition Party or the Hon'ble Minister to deny that the Muslims want to predominate in the Board. Evidently their intention is to see that the elections take place in such a way that the Muslims can easily predominate in the Board. It is, therefore, that the Government is taking the power of approving only those schools which they would consider safe for the purpose of elections. That is the apprehension which has led me to support this amendment. If it is the intention of Government to disabuse the mind of the Hindu community of this province of the apprehension that the Government will not allow all the schools which are now approved by the University of Calcutta and the Board of Secondary and Intermediate Education at Dacca to take part in the elections, there should be no objection on the part of Government to accept this amendment because this amendment wants to remove that apprehension.

Mr. SPEAKER: How long will you take to finish?

Mr. SURENDRA NATH BISWAS: About 10 minutes, Sir.

Mr. SPEAKER: You may continue your speech after adjournment.

(The House was then adjourned for fifteen minutes.)

(After adjournment.)

Mr. SURENDRA NATH BISWAS: Mr. Deputy Speaker, Sir, I have already pointed out that if this definition is not amended, then ample power will be retained by the Government to manipulate the election to the Board in the interest of one community against the interest of another.

Now, Sir, it is known to everybody in this House that the feelings of the Hindu community have been very much strained upon this Bill and if Government continue to have every measure of this Bill passed without any amendment, then, Sir, I apprehend that those feelings would be far more strained and disorder may set in in this province. I ask the Hon'ble the Minister for Education who is also the Chief Minister: Does he feel that at this time when internal peace and order is the sole object of the Government and also of the public in this province he should take any such step or allow any measure to be passed which may aggravate the communal tension in this province? I believe that the Hon'ble the Chief Minister, if he replies to this question of mine, will have to reply in the negative. From that point of view also, Sir, I ask the Hon'ble Minister for Education to accept

this amendment so that the Hindu community may be disabused of the apprehension that Government will manipulate the election to the Board.

Then, Sir, if such power is retained by the Government, there is every likelihood of the power being abused. For, had that not been the intention of Government, why should Government be so anxious to retain the power by which they may interfere in the election to the Board? When it was agreed that the power of the Government should be minimised so far as this Bill is concerned, what is the reason for the Government to retain this power of selecting schools according to its own discretion and not allow all schools which are at the present time approved and recognised by the Universities of Calcutta and Dacca to take part in this election. I ask the Hon'ble the Minister for Education: Is it his intention to allow the schools which stand to-day approved and recognised by the Universities of Calcutta and Dacca to take part in the election to the Board? If so, he should accept this amendment; if not, he may, and he will certainly go his own way.

There is another object of this amendment. By this amendment we want to give the Board the power to approve schools which may continue their existence after two years under clause 20 and have the benefit of grants-in-aid and other benefits. We want the power to approve those schools to be vested in the Secondary Education Board and not in the Executive Council, as proposed in the Bill. The Executive Council is composed, as is provided in this Bill, of only six members who are almost all officials: They are –

(1) the President, *ex-officio;*

(2) the Vice-Chancellor of the University of Calcutta, *ex-officio;*

(3) the Vice-Chancellor of the University of Dacca, *ex-officio;*

(4) the Director of Public Instruction, *ex-officio;*

(5) the Assistant Director of Public Instruction for Muslim Education, *ex-officio;*

(6) the Deputy Directress of Public Instruction for Female education, *ex-officio.*

I ask Sir, why does Government want such a body composed of officials and demi-officials to have the sole right of approving or disapproving schools which shall be entitled to continue their existence or to receive grants and other benefits. Will that help or stampede the expansion of secondary education in this province? At present the authorities to approve and recognise the schools which may send in candidates for the Matriculation Examination are the University of Calcuta and the Secondary Education Board of Dacca. So far as the University of Calcutta is concerned, the Syndicate of that University

sits in a meeting to decide the question of approval or disapproval of a school for the purposes I have already mentioned, and there is also a provision in the University Act under which there is a right of appeal against the decision of the Syndicate to the Senate. Now, if this Bill is passed into law the sole power to approve or disapprove a school will vest only in the proposed Executive Council—the power that is now being enjoyed by the University of Calcutta and the Secondary Education Board of Dacca. In that case, I am afraid the rights and privileges that are enjoyed by many secondary schools to-day will be taken away by Government. I do not know what is the object of taking such a drastic step: I want the Hon'ble Chief Minister to explain.

Then, Sir, it is only fair that the Secondary Education Board should have the right to approve the schools which shall be affiliated and shall have the right to get grants-in-aid. What is the reason for Government taking away that right from the Secondary Education Board that is proposed to be constituted under the Bill and to vest these rights in the Executive Council which, as I have said, will be practically an official body? Sir, I should repeat that when it was the intention of the members of all parties in this House that the Government should be given as little power as possible *vis-à-vis* the powers to be given to the Secondary Education Board, I do not see any reason why the Board should not be given the power to approve or disapprove the schools. The Board will be a mere representative body and the public may have confidence in the decision of the Board. Sir, when we read the provisions of this Bill one by one we find that the intention of the Government is to control secondary education in such a way that the schools managed by persons who according to the present Government are undesirable will not get registration or approval from the Executive Council. What will be the effect of this law when it will be passed with this intention? The result will be that many schools which are now imparting secondary education to boys and girls in the towns and villages of this province will cease to have recognition, because the department of law and order will unduly interfere in the matter of their selection and approval as it is doing at present. Besides, communal——

(At this stage the member reached his time-limit.)

Mr. P. BANERJI: Sir, I rise to support the motion moved by Mr. Roy. Mr. Roy who has got much experience in this line put his case very ably.

Now, Sir, Mr. Roy in the course of his speech made an appeal to the Hon'ble Minister for Education and said what was the harm if the small concession described was given to the University for some time. There is no denying the fact that the University of Calcutta and the

Board of Secondary Education of Dacca have been the properly constituted authorities for conducting secondary education in this country so long. It has been spoken from all platforms not inside the House only but outside it also that nobody is for officialising the education of this country. Then why after all these negotiations this has been done? We ask the Hon'ble Minister for Education why the cumbrous system will be continued if the same old policy is going to be changed.

Sir, it has been pointed out by one of the speakers who preceded me that the power should not be given to the Executive Council and that it should remain with the Board. It has been suggested in the amendment that the Board is there and it is expected that the Board is the competent authority to do justice to the needs of education. Why then do you bring a small committee on whose report the Board will work and why do you give the committee all the power and deprive the Board of the legitimate power? This is absurd, this is unthinkable, and I should consider that this is very ridiculous.

Now, Sir, in clause 19, provision has been made for the constitution of the Executive Council. The Hon'ble Minister cannot say that the present system is not working well. If it is contended that it is not working well, then he should take steps to make these schools and colleges null and void. He cannot at the same breath blow hot and cold. So there is no point in bringing this cumbrous system for the advancement of education.

Sir, under the present system, for the recognition of schools one has to apply through the University. In the Statement of Objects and Reasons the Hon'ble Minister has said that for better control of secondary education he has brought forward this Bill. If that is the intention, why has not this been done before?

Sir, one point must not be ignored. To-day in this country Government is incapable of giving adequate financial aid to the cause of secondary education. The Hon'ble Minister knows very well that in the form of aid many institutions receive very small pittance from the Government. There are other institutions which are going on without Government aid. Now, Sir, nobody in this House or outside it can deny that the present system of education is a very expensive one. During the debate on the recommittal motion we suggested that if the intention of the Government is really to impart education, then they ought not to insist on such details as the sort of building or furniture or the like.

Sir, in this country education has been imparted to the boys long before the Britishers came here. During the time of the East India Company there were 80,000 village schools and every adult in a Hindu village could read, write and decipher. After 150 years or so, our position has much deteriorated in this respect and now only 9 per cent.

of the population in this country can read, write and decipher and some of them cannot decipher even. Now, Sir, that is the position we have come to as a result of the introduction of the system of education in this country by the Britishers who have taken charge of our education.

Now, Sir, the primary duty of Government is to impart education to its own subjects. If that if so, we can rightly say that instead of giving us education the Britishers have made us so many illiterates. In short, that has been the policy of the Britishers beginning from the days of the East India Company right up to the present time. Now, after the failure of the descendants of the East India Company if the East Bengal Company think that they will be able to thrust upon the people of this country a particular form of education, I should consider that they are hopelessly mistaken. If the people of this country could stand the onslaughts of the East India Company at least for 150 years, I should consider that——

Mr. SPEAKER: You are going beyond the scope of the amendment.

Mr. P. BANERJI: Sir, I am discussing the constitution of the Board.

Now, Sir, what I was suggesting is this. Why should there be two instead of one? I was suggesting also that it would be more cumbrous and if this form of education was given it would be more expensive. Government always complain of paucity of funds. You know, Sir, that when the Primary Education Bill was passed it was passed in a great hurry. What is the result? The result is that nothing is doing. Similarly if this Bill is passed in this way the same story will be repeated that there is paucity of funds, and therefore it cannot be proceeded with.

The whole policy of Government is that prior to the constitution of the Board Government will take up the work. Many previous speakers have spoken very forcibly on this point and both inside and outside the Chamber a hue and cry has been raised that education should not be officialised. But Government is convinced that there should be a Statutory Board. If that is so why the University of Calcutta or the Secondary Education Board of Dacca should be deprived of their power of recognition? We see no reason why the University should be deprived of its power.

Therefore, Sir, I contend that the amendment suggested by Mr. Manmatha Nath Roy is a very reasonable amendment and should be accepted. With these few words, Sir, I support the amendment.

Dr. SYAMAPRASAD MOOKERJEE: Sir, the amendment which has been moved by Mr. Manmatha Nath Roy raises some very important issues to which I desire to draw the attention of the House. In the first place, Sir, an attempt is made to replace the word "approved" by the word "recognised". If you look at the body of the Bill, you will find that there are three different terms used in connection with a school which desires to obtain recognition from the Board. In the first place, there is a provision that every school must be approved by the Board. In the second place, there is a provision that an approved school shall also be registered. In the third place there is a provision that an approved and registered school only will be entitled to the privileges of recognition. Now, Sir, let me ask the Government what possibly can be the reason for attempting to devise this complex machinery for granting recognition to schools which may desire to come under the Board. What is the present position not only in this province but in other places? An institution desires to be recognised. It applies for recognition and it submits itself to the conditions which are prescribed by rules or regulations of the authority concerned. Now, what can possibly be the reason that a school must be separately approved before it can be entitled to the privileges of recognition? It is not my purpose here to divulge the discussions which we had with representatives of the Government during the last fortnight but no satisfactory explanation was forthcoming. At one time it was sought to be suggested that approval was necessary for different kinds of schools. If that is the explanation, then why use the words "approval" at all? You may prescribe different sets of regulations or rules which will control the conditions of recognition for different types of schools. We are anxious to simplify the administration of secondary education. We do not want to put additional obstacles in the path of schools which may otherwise be poor and which may not be in a position to fulfil those conditions. What we suggest here is a simple procedure. Use the word "recognised" for all kinds of schools, admitting that there may be occasions to have different formulæ of recognition which will be prescribed by rules or regulations. Indeed, Sir, if you turn for a moment to section 20, sub-clause (2), you will find that it is laid down that a secondary school which is not approved and registered by the Executive Council shall not be eligible for any grant-in-aid. A student of a secondary school which is not so approved and registered shall not be entitled to any scholarship or stipend awarded by the Provincial Government or the Board and a penal clause is added according to the report of the Select Committee that a secondary school which is not so approved and registered shall not be eligible for recognition by the Executive Council for presentation of candidates for examinations including the Matriculation Examination of the University of Calcutta. We look upon provisions like these with distrust and with disfavour. Academically they

are unnecessary. Administratively they will prove to be a cause of undue harassment. That is with regard to the two terms used "approved" and "recognised" which are unheard of and which are not to be found in any of the provisions governing secondary education either in this province or elsewhere.

Then, Sir, with regard to the other point, why should the Provincial Government approve or recognise schools? I understand a situation may arise that before the Act comes into operation there must be some authority to approve schools. I understand that that necessity arises because otherwise elections cannot be conducted in a proper manner—elections that will include approved schools. Our definition is simple and straightforward. What are the schools to-day in existence?—schools recognised by the University of Calcutta, schools recognised by the Board of Secondary and Intermediate Education, Dacca. We put forward these two categories to be mentioned specifically in that clause. We also suggest that if there be any other class of schools which Government consider should be included in the approved list, I do not think there can be any objection to include such an additional category. But let us know clearly and specifically what we are about. What we want to lay down is that until the Act comes into operation, until the Board or the Executive Council functions for the purpose of granting recognition as we would like it to be called, all schools which at the commencement of the Act are recognised by the University of Calcutta or by the Board of Secondary and Intermediate Education in Dacca should be deemed to be recognised schools. That means that afterwards when the Act comes into operation and the rules and regulations prepared by the Board have been framed, recognition will take its own course. These are the two important questions which arise out of this amendment: it has nothing to do with communalism: it is a question of pure academic importance; it is a matter on which every side of the House should support. We shall all demand of Government that we want a simplification of the machinery for the control of secondary education in this province. We do not want additional obstacles to be put in the way of schools which are already in existence or which want to start their new career. Frame your rules and regulations and ask all the schools to come under the purview of these rules; or frame different sets of regulations for different types of schools which will come under the purview of the Board, but for Heaven's sake do not start by paying over importance to the administrative side of the machinery of the Board, do not start by having approval, registration and recognition before a school can have the elementary liberty of sending up candidates to the University examinations or examinations conducted by the Board. I hope the Chief Minister will see his way to accept this amendment which is very reasonable and which, if accepted, will be consistent with the best ideals of educational administration.

Mr. ATUL CHANDRA KUMAR: Mr. Speaker, Sir, I beg to speak a few words——

Maulvi ABDUL JABBAR: Sir, I move that the question be now put.

Mr. SPEAKER: The Hon'ble the Chief Minister.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir,——

Mr. ATUL CHANDRA KUMAR: Sir, may I have an opportunity to speak on this motion?

Mr. SPEAKER: Now that the closure has been moved, I must hear the Hon'ble Chief Minister and after that if the debate is to continue I will have to take the opinion of the House on that.

Mr. SASANKA SEKHAR SANYAL: Sir, under the rules the opinion of the House is one thing and the decision of the Speaker is another thing. It is for you to determine whether the debate is to continue.

Mr. SPEAKER: I feel after the speakers from your side have spoken that it is proper that you should hear the Chief Minister's reply.

Mr. SASANKA SEKHAR SANYAL: But, Sir, there are many new points in this matter which may be raised by the other members who want to speak on this motion.

Mr. SARAT CHANDRA BOSE: Mr. Speaker, may I just say a word at this stage? I realise that because of the strength on the other side it is easy enough for them to put a closure, but I do say in all seriousness that if a closure is lightly moved we of the Opposition know what the Parliamentary Opposition can do or cannot do. We shall act accordingly.

Mr. KIRAN SANKAR ROY: Mr. Speaker, I do not know whether you noticed that Mr. Atul Chandra Kumar was on his legs and it was after he had begun to speak that the closure motion was moved.

Mr. SPEAKER: If that be so, I shall allow Mr. Atul Chandra Kumar to speak as a special case.

Mr. FAZLUR RAHMAN: Sir, it is not a fact that the closure was moved when Mr. Atul Chandra Kumar was on his legs.

Mr. SPEAKER: That is immaterial, because I have allowed him to speak as a special case.

Mr. ATUL CHANDRA KUMAR: Sir, I beg to support the amendment moved by my friend, Mr. Manmatha Nath Roy, because this is the test amendment that has been moved by the Opposition. On this amendment we shall understand what is the attitude of the Coalition Party including the Government and the Hon'ble the Chief Minister to this Bill. This is a most vital amendment that we have proposed to move here. Once a school fails to be approved by the Executive Council or by Government prior to its composition, the school will never have a chance of appeal to the Secondary Education Board that will be formed after the Bill is assented to by the Governor. Some time, however, will lapse in between the assent of the Governor and the formation of the Board, say,—nine months or a year. The Government is so impatient, the Coalition Party is so impatient that they cannot wait for a single day, and therefore they propose to give all power to the Provincial Government. Government do not want to depend upon anybody for the recognition or approval or disapproval of a school prior to the constitution of the Board. Therefore, I say this is a test amendment.

Sir, my friends belonging to the Coalition Party told me the other day that certainly they would consider every amendment on its own merits. I ask the Coalition Party members to consider this amendment. From their attitude it is quite apparent that they do not want to puzzle their heads and worry about the amendments: they only depend on what attitude the Hon'ble the Chief Minister takes and on what Mr. Shahabuddin takes. I challenge the honourable members belonging to that party to state that they have gone through the Bill and studied the amendments as well. I am sure they have not.

Sir, the point at issue is whom you are going to give the power of recognition. If you want to give power to the Board, well and good. But why are you going to give the power first to the Government and then to the Executive Council? Why not maintain the *status quo*, and give power to the University of Calcutta? If you say, the Calcutta University is bad, I say the Provincial Government is worse still.

Sir, I happen to be the Secretary of a recognised school. It is known as the Araidanga Dinanath-Bholanath Model Academy, Malda, and I know that my school will be the first not to get approval from Government if this clause is passed. Therefore, I am so anxious to speak on this amendment, Sir, although I know I am speaking in vain. The Hon'ble the Chief Minister being the Education Minister as well knows very well how recognition is granted to a school. And you, Sir, being the Vice-Chancellor of the University of Calcutta,

know quite well how that recognition is granted. The school concerned is inspected by the Divisional Inspector or by an officer nominated by him who is generally a District Inspector. If he finds that that particular school has got the minimum number of students, say, 150, if the teaching staff is efficient, if the school has got the minimum reserve fund, if the building is not injurious to the health of the boys and if the sanitary conditions are good, then and then only, after all these things have been looked into, recognition is granted by the University of Calcutta. Whoever the inspecting authority may be, papers must go to the Divisional Inspector first and then from him to the Director of Public Instruction who will forward them to the University. Then in the University it will be first examined by the School Committee and then by the Syndicate who generally grant affiliation in the first instance on a temporary basis for three years and thereafter the affiliation is made permanent. Sometimes, the University is so strict that it grants temporary affiliation for one year only and imposes certain conditions on the fulfilment of which temporary or permanent recognition is granted later on. Now that the power of recognition is going to be vested in the Government or in the Executive Council, by one stroke of the pen the recognition already granted to a school can be cancelled if the school has got an ex-detenu as teacher or if the school committee has got an ex-detenu as member. Because such a school is not liked by the District Magistrate, because it is not liked by the Circle Officer, because it is not liked even by the Thana Officer, the report will come that—that particular school should not be approved, and at once Government will cancel its recognition. If you want to give power to Government, you must first of all frame rules and regulations relating to the conditions under which Government can approve or disapprove a certain school. There are no rules and regulations. It will depend only on the whims of the Provincial Government by which they will be able to approve or disapprove a school. Should we as members of the Legislature leave the matter entirely to the whims of a Thana Officer, a Circle Officer or a District Officer? I ask my friends of the Coalition Party to ponder upon and answer. I ask the members of the Coalition Party to ponder over the amendment first. Let the House retire for 15 minutes. Let them understand the implications of the amendment. Let them not leave the matter entirely to the Chief Minister. I am sure that the Chief Minister left to himself would not object to accept this amendment but as the string is pulled by people from behind him sitting in the closed fences, or from Writers' Buildings, he is afraid of accepting it. That means the approval will depend from Thana Officers to District Magistrate, then to Divisional Inspector, then it will come to Director of Public Instruction and once a school is not recognised it goes for ever. The schools which have taught so many students—not only Hindus, not only Caste Hindus but Hindus and Muslims alike—the

schools which have given privilege to the Muslims to sit in this Assembly, the schools which have educated both Hindus and Muslims —and Muslims more by giving them free studentship—those schools will be struck off from the list and they will not be approved. The schools will go; the buildings will be turned into cow sheds and they will be turned into demonstration farms for the bullocks of Lord Linlithgow.

Sir, I will only re-read what has been read by Dr. Mookerjee. Clause 20(*c*) reads, "a secondary school which is not so approved and registered shall not be eligible for recognition by the Executive Council for presentation of candidates for examinations including the Matriculation Examination of the University of Calcutta."

Sir, before the Board is formed, Government will give a prepared list of certain number of schools and the Board will have to deal with those schools only. It will have no scope to go beyond that list. We want to leave the entire matter with the Board. We have no objection to that but we cannot leave the matter entirely to the discretion of the Provincial Government, because we do not want to curtail the power of the Board if at all it is formed. I think the Government is afraid that if the Bill is passed it will be faced with such opposition that it will not be possible to form the Board; there will be boycott. So, Government wants to take power whether the Board is formed or not so that work will go on. If that be the intention, it is all right. You need not ponder over the amendment; you need not say that you are here with an open mind; you need not waste the time of the House; you can get it passed; you get it passed in one word; you say that you want control and to-morrow you will get the assent of the Governor. Do not waste public money and do not detain us in the House for a Bill like this.

Sir, I say this is the test amendment and this will prove the mentality of the supporters of this Bill. Sir, I am afraid there is an apprehension on the part of the members of the Coalition Party that we are opposing the Bill for the sake of opposition, as if we are speaking without any implication, as if we are speaking only to kill the time; but that is not the case. You mark the implication of what has been said by Dr. Mookerjee, of what has been said by so many speakers on this side. I say that if the members of the Coalition Party are left to themselves, if they go home, they will certainly think over the matter and see the implications behind this amendment. I, therefore, request you and the Hon'ble the Chief Minister that unless due consideration is given to this amendment, which is the vital amendment, it should not be put to vote to-night. If it is pressed to-night we will take it and we will take it very rightly that the Chief Minister does not want to consider any amendment of the Opposition however reasonable it may be. All

the statements that are made by him are either bogus statements or they are only made to befool us or to befool the supporters of this Bill.

Sir, I doubt that the Chief Minister is not left to himself. If he is left to himself as we know him as Mr. A. K. Fazlul Huq of five years back, he will certainly accept this amendment. I hope that wisdom will prevail upon the members of the Coalition Party.

Sir, I had no desire to speak but as my school which has taught many students—Hindus and Muhammadans—Muhammadans who are reading in the Islamia College, who are reading in the St. Paul's College, 80 per cent. of whom were free—although that is not the rule of the University but we managed it because our village is a poor village—is going to be affected so I am speaking on this amendment. Sir, I am the Secretary of the school recognised by the University and I was selected a member of the Sanskrit Tol of the village which receives grant-in-aid from the Government. My name was not accepted by the District Magistrate, as in his opinion I was not a desirable person. Sir, I am running a high school and as that school has nothing to do with Government I am not an undesirable man; but as soon as my name appears in connection with the Sanskrit Tol which receives a grant-in-aid from Government, I am considered to be undesirable.

Then, Sir, I will tell you one story. You will be astonished to hear it but it is a very good story. Mr. Speaker, I may be excused for mentioning name. As you are also the Vice-Chancellor of the University you should also know of a case like this. The then District Magistrate of Malda, Mr. Basak, whimsically had been once to our school. He was taken as a member of the school although he was not elected. He had been to the school after the electoral roll was prepared. He arrogated to himself the Presidentship of the school. We objected and said that we would approach the University. He said, "You will see what I am and what University is". He asked the Secretary that unless he submitted all papers immediately he would arrest him. Sir, there is a record in the University. After all the man was saved by the University. You may look into the record.

If it is left to the whims of the District Magistrate or the Circle Officer or the Thana Officer we will not be the only persons who will suffer. We, the members of the Caste Hindus, shall have our schools, but your Muhammadan brethren for whom you are so eloquent, for whom you are so anxious, they will suffer. The Muhammadans of Barisal may not suffer; the Muhammadans of Dacca may not suffer. But the Muhammadans of villages in our part of the country where there is no Fazlul Huq of Barisal or there is no Whip or Chief Whip of Dacca will suffer and they shall suffer along with us. Now you are getting opposition from Hindus or Caste Hindus, but if the amendment is passed then you will get opposition from all sections of the people,

and from that point of view we shall welcome this attitude of the Government. But we will ask and request Mr. Fazlul Huq to ponder over the matter and to see that this amendment is accepted. If it is not accepted we shall take it that Mr. Fazlul Huq as the Chief Minister is not giving any consideration to this Bill, but he is dictating what he is being dictated to from behind.

Mr. SPEAKER: The Hon'ble Mr. Fazlul Huq.

Mr. SHAHEDALI: Mr. Speaker, Sir, from this side of the House we have not spoken.

Mr. SPEAKER: I find that from among four or five speakers on that side three have taken part in this debate one after another. If there were other speakers they should have risen but they did not.

Mr. SASANKA SEKHAR SANYAL: I have risen four times.

Mr. SHAMSUDDIN AHMED: Mr. Speaker, will you kindly allow five minutes to Mr. Shahedali?

Mr. SPEAKER: I shall allow Mr. Shahedali to speak as a special case.

Mr. SASANKA SEKHAR SANYAL: Before he speaks, may I make one submission?

Dr. NALINAKSHA SANYAL: On a point of order, Sir. If it is your ruling that members should not take part in the debate as and when new points are raised or elucidated in the course of the debate, then of course——

Mr. SPEAKER: I cannot say that. Exigencies might arise.

Dr. NALINAKSHA SANYAL: That is exactly what we submit, Sir. If you definitely rule——

Mr. SEAKER: I don't.

Dr. NALINAKSHA SANYAL: If you definitely rule that members should not take part in the debate even after a certain amount of discussion has taken place, then it would be extremely difficult.

Mr. SASANKA SEKHAR SANYAL: On a point of order, Sir. I want to make it known to you——

Mr. M. A. H. ISPAHANI: On a point of order, Sir.

Mr. SASANKA SEKHAR SANYAL: I am also on a point of order, Sir.

Mr. SPEAKER: Yes, you may continue, Mr. Sanyal.

Mr. SASANKA SEKHAR SANYAL: The rules empower you not to accept the closure motion when in your wisdom there has not been a reasonable debate. The length of the debate depends upon a particular matter. There may be certain clauses in which one speech may be sufficient and there may be other clauses in which at least a dozen speeches may be made. I assure you, Sir, that it is not my practice to take up the time of the House by repeating the arguments which have been advanced by other speakers. I have too much love for myself to take recourse to that action. But I want to make it clear to you, Sir, as Speaker that there are other points which may be advanced on this very important question. If you don't allow us to advance these arguments, we shall certainly bow down to your ruling, but we shall take it as gagging of the debate.

Mr. SHAHEDALI: Sir, as members of the Krishak Proja Party, we whole-heartedly support the Secondary Education Bill, but we differ only in details. Here Mr. Roy has moved an important amendment and we support his motion whole-heartedly. The reason is this. We have every reasonable ground for our apprehension that many of these schools will not receive proper attention if Government are to get reports from the local people. Before we get recognition, we shall have to pass through an ordeal, namely, the approval of the Executive Council. In that case, a report of the Inspector of the Division, a report of the District Inspector, a report of the Circle Officer, a report of the Thana Officer and most probably a report of the Coalition member of that district may be obtained. If the Coalition members are not in sympathy with a particular school or if the authorities of a particular school are not in a mood to satisfy the whims of the members of the Coalition Party, there is no doubt that that school will not receive the sympathetic attention of the authorities. The result will be that the school will not be approved or recognised. I shall give you one example from the district of Tippera. The Secretary of the Baburhat High School in the Chandpur subdivision cannot see eye to eye with the President and Secretary of the Muslim League of the Chandpur subdivision. The Committee of that school wanted to have as its Secretary a Congressman. The matter went up to the District Magistrate and the District Magistrate was not in a position to recommend that Committee of that school simply because a particular gentleman was recommended to be the Secretary of that particular Committee. The order was that

if the particular gentleman was not removed the Committee would not be recognised. So, Sir, this will happen everywhere. Theses poor Muslims—I don't speak of non-Muslims because they will be in a position to manage schools and will be able to provide facilities for the education of their boys and girls—the poor Muslims will suffer because they are not in a position to go to the big zamindars and other luminaries of the Coalition Party and as a result the schools will not be recognised. Boys and girls of that locality will not have any facilities for education. So, I submit most humbly to the Hon'ble Minister to see that this amendment is accepted. This will do a great deal of good to the Muslim community.

With these few words, I support the amendment moved by Mr. Manmatha Nath Roy.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, I can assure all sections of the House——

Srijut NARENDRA NATH DAS GUPTA: Sir, I want to speak a few words.

Mr. SPEAKER: You did not rise in your place.

Srijut NARENDRA NATH DAS GUPTA: I did, Sir.

Mr. SPEAKER: First time, 2nd time and 3rd time also I looked to that side but you did not rise.

Mr. SASANKA SEKHAR SANYAL: What about those who rise for the 4th time?

Mr. SPEAKER: Please understand that I consider this section as a very important section. There is no doubt about that. I do not think there is any difference of opinion on that. So far as I can find out I understand that this is one of the provisions on which the Opposition lays considerable emphasis. I find there were 3 speakers from this side and no body rose from the other side and naturally I called upon the Chief Minister to speak. At that time the closure motion was moved. Instead of accepting the closure motion I allowed Mr. Kumar to have his say. After that Mr. Shamsuddin rose and said that Mr. Shahedali, representing his party, should be allowed to speak. There also I thought I should give in.

Mr. SASANKA SEKHAR SANYAL: There is a limitation even in the case of the Speaker that he is a human being with only one pair of eyes. When you were looking at the Hon'ble Mr. Fazlul Huq before

Dr. Mukherji stood up, both myself and Mr. Atul Chandra Kumar stood up and I wanted to give precedence to Mr. Atul Chandra Kumar. So I sat down and I expected you to give me a chance to speak in this matter. You have referred to several speakers on this side but as I have already submitted, this is a very important matter.

Mr. SPEAKER: As a matter of fact if Government does not want, I shall be very glad to continue.

Mr. SASANKA SEKHAR SANYAL: There are certain points which have been raised and the observations which you have made also raise the importance of this question.

Mr. FAZLUR RAHMAN (Dacca): Are we helpless?

Mr. SASANKA SEKHAR SANYAL: Nobody is helpless.

Mr. SPEAKER: Last time when Mr. Ispahani rose on a point of order, Mr. Sanyal was in the midst of his speech concerning his point of order. After I gave my decision Mr. Ispahani did not rise. Now again Mr. Sanyal has risen on a point of order. After Mr. Sanyal has finished I shall ask Mr. Ispahani to raise his point of order.

Mr. SASANKA SEKHAR SANYAL: I have every sympathy with Mr. Fazlur Rahman. No body need feel helpless.

Mr. SPEAKER: What is your point of order?

Mr. SASANKA SEKHAR SANYAL: My point of order is that the importance of this matter is beyond dispute. You have just said that you cannot say whether we are right or wrong but the emphasis is there. You are not merely the Speaker but also the Vice-Chancellor of the University.

Mr. SPEAKER: No, Mr. Speaker is not. One Mr. Azizul Huq is the Vice-Chancellor and not the Speaker.

Mr. SASANKA SEKHAR SANYAL: However, that may be, I ask your permission to give us an opportunity to advance further arguments. As I have already submitted the fact that 3 or 4 members have spoken from this side does not minimise the importance of the subject. That only shows that the subject is so important that even a dozen members can speak. I can assure you, Sir, that I shall give new arguments so that the Hon'ble the Chief Minister can give his reply to them also.

Mr. SPEAKER: Mr. Ispahani what is your point of order?

Mr. M. A. H. ISPAHANI: My point of order is this. A closure motion was moved by a member of this House.

Dr. NALINAKSHA SANYAL: No.

Mr. M. A. H. ISPAHANI: I submit that a closure motion was moved. After that you allowed an honourable member to speak. Then you called the Hon'ble Chief Minister to address the House. After he had begun to address the House, you permitted another member to speak. Then again you called the Hon'ble Chief Minister to address the House. For the 3rd time the same thing happened. I want to ask you whether it is in order to continue to permit member after member to speak after calling upon the Hon'ble Chief Minister. I know you have the right. I do not question that. I only submit that after having given full opportunity to the members of the House to express their points of view, the Hon'ble Chief Minister should be allowed to proceed without further interruption.

Mr. SANTOSH KUMAR BASU: On a point of order, Sir. Who is to judge as to whether full opportunity of discussion has been given. Is it Mr. Ispahani or is it Mr. Speaker?

Mr. SPEAKER: So far as Mr. Sanyal's point is concerned, there is no doubt that the question regarding the order of the Speaker under which a speaker should speak in this House is not a question which has entirely to depend on the circumstances of the case. There cannot be any hard-and-fast rule on that point, and I do not think I will be doing my duty either to the party to my right or to that to my left if I stick to a hard-and-fast rule. As it is, I hope, you will not mind my saying anything as to the stage of the debate at which we have now arrived. I noticed the speeches that had been delivered and after that I said that the debate might be closed, seeing the nature of the debate that was continuing. It was then only that I found that certain members wanted to continue the debate, but just at that moment a closure was put. I thought, however, that the closure motion should not be moved at that stage, but that I must give an opportunity to other members as well to speak. After one more member had spoken, the Chief Minister wanted to speak, but then the Proja Party intervened, saying that they must also put forth their points of view. In spite of the closure motion having already been put, I had to allow two members to speak. I feel that in these circumstances the Speaker is helpless unless there is a spirit of co-operation in conducting the business of the House.

Mr. SARAT CHANDRA BOSE: May I rise on a point of order, Sir? It is true that a member from the other side got up and said,

"I move a closure." Strictly speaking, what he said, Sir, is not in accordance with the rules; but even assuming that he said something strictly in accordance with the rules, that motion no longer exists. That motion has been washed out completely by reason of your decision to allow other speakers to take part in the debate. Therefore, I submit that there is nothing in the point of order raised by Mr. Ispahani.

Nawabzada K. NASARULLAH: Sir, I move that the question be now put.

Mr. JOGESH CHANDRA GUPTA: Sir, there is again a motion for closure moved by Mr. Nasarullah belonging to the Coalition Party, and you have got to dispose of that motion before you proceed further.

Mr. SPEAKER: What I feel is that in view of the importance that is attached to this amendment by the Opposition I would be discharging my duties properly if I first allow the Chief Minister to make his reply and then put the closure motion. But it will be open to other members to continue the debate if the closure motion is not pressed. That is why I will have to consider the question of the closure motion after the Chief Minister has replied.

Dr. NALINAKSHA SANYAL: On a point of order, Sir. The rules regarding the closure motion are clear. Rule 46 states that when any motion is under discussion, any member may move "that the question be now put", and unless it appears to the Speaker that the request is an abuse of these rules or an infringement of the rights of reasonable debate or of the rights of the opposition, the question "that the question be now put" shall be put forthwith without debate thereon before the House.

Mr. SPEAKER: I am sorry I had taken a wrong view. I thought that the Speaker had the right to allow the Hon'ble the Chief Minister to reply to the debate after the closure motion had been moved. In view of the provision that "unless it appears to the Speaker that the request is an abuse of these rules or an infringement of the rights of reasonable debate or of the rights of the opposition, the question 'that the question be now put' shall be put forthwith without debate thereon. If such motion be carried, the question shall be put accordingly, provided that the Speaker may, unless the time, if any, allotted to the original motion is thereby exceeded, permit the mover of such motion to exercise such right of reply as provided in these rules". There is nothing in this rule to allow me to permit the Chief Minister to reply. I have therefore to put the closure motion forthwith and then if carried to consider later if the Chief Minister is to speak.

The question that the question be now put was then put and a division taken with the following results:—

AYES—94.

Abdul Aziz, Maulana Md.
Abdul Hafiz, Mr. Mirza.
Abdul Hakim, Maulvi (Mymensingh).
Abdul Hakim Vikrampuri, Maulvi Md.
Abdul Hamid, Mr. A. M.
Abdul Hamid Shah, Maulvi.
Abdul Jabbar, Maulvi.
Abdul Karim, Mr.
Abdul Majid, Maulvi (Mymensingh).
Abdul Majid, Mr. Syed (Noakhali).
Abdul Metalab Malik, Dr.
Abdulla-Al Mahmood, Mr.
Abdur Rahman, Khan Bahadur A. F. M.
Abdur Rahman Siddiqi, Mr.
Abdur Rashid Mahmood, Mr.
Abdur Rashood, Maulvi Md.
Abdur Rauf, Khan Bahadur Shah (Rangpur).
Abdur Razzak, Maulvi.
Abdus Shahood, Maulvi Md.
Abidur Reza Chowdhury, Khan Bahadur Maulvi.
Abul Hosain Ahmed, Mr.
Ahmed Ali Enayetpuri, Khan Bahadur Maulana.
Ahmed Ali Mridha, Maulvi.
Ahmed Hossain, Mr.
Altafuddin Ahmed, Khan Bahadur Maulvi.
Aminullah, Khan Sahib Maulvi.
Anwarul Azim, Khan Bahadur Md.
Ashrafali, Mr, M.
Aulad Hossain Khan, Khan Bahadur Maulvi.
Azahar Ali, Maulvi.
Biswas, Mr. Rasik Lal.
Clark, Mr. I. A.
Das, Mr. Anukul Chandra.
Das, Rai Sahib Kirit Bhusan.
Dasu, Babu Debendra Nath.
Edbar, Mr. Upendranath.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh).
Gurung, Mr. Damber Singh.
Hafizuddin Choudhuri, Maulvi.
Hasanuzzaman, Maulvi Md.
Hashem Ali Khan, Khan Bahadur Maulvi.
Hasina Murshed, Mrs., M.B.E.
Hatemally Jamadar, Khan Sahib Maulvi.
Hawkings, Mr. R. J.
Hendry, Mr. David.
Hirtzel, Mr. M. A. F.
Idris Ahmed Mia, Maulvi.
Ispahani, Mr. M. A. H., M.B.E.
Jalaluddin Ahmad, Khan Bahadur Maulvi.
Kabiruddin Khan, Khan Bahadur Maulvi.
Kazem Ali Mirza, Sahibzada Kamran Jah Syed.
Mandal, Mr. Banku Behari.
Mandal, Mr. Birat Chandra.
Mandal, Mr. Jagat Chandra.
Maniruddin Akhand, Maulvi.
Miles, Mr. C. W.
Morgan, Mr. G., C. I. E.
Mozammel Huq, Maulvi Md.
Muhammad Afzal, Khan Bahadur Maulvi Syed.
Muhammad Israil, Maulvi.
Muhammad Siddique, Khan Bahadur Dr. Syed.
Mullick, the Hon'ble Mr. Mukunda Behary.
Mullick, Mr. Pulin Behary.
Musharruff Hossain, the Hon'ble Nawab, Khan Bahadur.
Mustaganzal Haque, Mr. Syed.
Mustafa Ali Dewan, Maulvi.
Nasarullah, Nawabzada K.
Nazimuddin, the Hon'ble Khwaja Sir, K.C.I.E.
Rahman, Khan Bahadur A. M. L.
Raikut, the Hon'ble Mr. Prasanna Deb.
Roy, Mr. Patiram.
Sadaruddin Ahmed, Mr.
Safiruddin Ahmed, Haji.
Sahebe-Alam, Mr. Syed.
Salim, Mr. S. A.
Sarkar, Babu Madhusudan.
Serajul Islam, Mr.
Shahabuddin, Mr. Khwaja, C.B.E.
Sirdar, Babu Litta Munda.
Speller, Mr. J. H.
Smith, Mr. H. Brahant.
Stark, Mr. A. F.
Steven, Mr. J. W. R.
Suhrawardy, the Hon'ble Mr. H. S.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Walker, Mr. J. R.
Walker, Mr. W. A. M.
Whitehead, Mr. R. B.
Yousuf Mirza.
Yusuf Ali Choudhury, Mr.

NOES—52.

Abul Fazl, Mr. Md.
Azimuddin Ahmed, Mr.
Banerjee, Mr. Pramatha Nath.
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Barma, Babu Premhari.
Barman, Babu Shyama Prosad.
Basu, Mr. Santosh Kumar.
Bhowmik, Dr. Gobinda Chandra.
Biswas, Mr. Surendra Nath.
Bose, Mr. Sarat Chandra.
Chakraborty, Mr. Jatindra Nath.
Chakraborty, Babu Narendra Narayan.
Chaudhuri, Rai Narendra Nath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Srijut Narendra Nath.

Dalui, Mr. Narendra Nath.
Ghose, Mr. Atul Krishna.
Giasuddin Ahmed, Mr.
Gupta, Mr. Jogesh Chandra.
Gupta, Mr. J. N.
Hasan Ali Chowdhury, Mr. Syed.
Jalan, Mr. I. D.
Jonab Ali Majumdar, Maulvi.
Khan, Mr. Debendra Lall.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nishitha Nath.
Lahiri, Babu Ashutosh.
Majumdar, Mrs. Hemaprova.
Mandal, Mr. Jogendra Nath.
Manirozzaman Islamabadi, Maulana Md.
Maqbul Hosain, Mr.
Mookerjee, Dr. Syamaprasad.
Mullick, Srijut Ashutosh.
Nasker, Mr. Hem Chandra.
Paul, Sir Hari Sankar.
Pramanik, Mr. Tarinicharan.
Ramiruddin Ahmed, Mr.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamalkrishna.
Roy, Mr. Kiran Sankar.
Roy, Mr. Kishori Pati.
Roy, Mr. Manmatha Nath.
Sanyal, Dr. Nalinaksha.
Sanyal, Mr. Sasanka Sekhar.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen Gupta, Mrs. Nellie.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Sinha, Srijut Manindra Bhusan.
Thakur, Mr. Pramatha Ranjan.

The Ayes being 94 and the Noes 52, the motion was carried.

Mr. SPEAKER: Hon'ble Mr. Fazlul Huq.

Dr. NALINAKSHA SANYAL: Mr. Speaker, as the closure is carried there is no scope for any further speech.

Mr. SPEAKER: The Chief Minister has got the right of reply.

Dr. NALINAKSHA SANYAL: That has no concern with the Minister The closure closes the debate entirely and it has got to be put to vote. Will you kindly look at the rule? The rule reads, "If such motion be carried, the question shall be put accordingly, provided that the Speaker may, unless the time, if any, allotted to the original motion is thereby exceeded, permit the mover of such motion to exercise such right of reply as provided in these rules."

Mr. SPEAKER: Here the motion means the substantive motion.

The Hon'ble Mr. A. K. FAZLUL HUQ: In any case I want to explain the Government position with regard to this amendment.

Dr. NALINAKSHA SANYAL: That you can do on a point of order.

Mr. SPEAKER: It seems, my interpretation is correct. This means the mover of the motion has the right of reply and that is obviously for this reason that there may be an occasion in which in spite of the closing of the debate a reply by the mover of the motion is there. Now, the substantive motion is that clause 2 stand part of the Bill which has been moved by Mr. Fazlul Huq. That is the substantive motion.

Dr. NALINAKSHA SANYAL: May I draw your attention to the fact that here the motion refers to the motion in relation to which the closure is moved? In this case it is the motion moved by Mr. Manmatha Nath Roy which is the motion on which closure was moved and if that member happens to have a right of reply——

Mr. SPEAKER: No, I have been interpreting so far in the way I have just mentioned. I will not make it final but I will consider this matter later. In the meantime let Mr. Fazlul Huq speak.

Dr. NALINAKSHA SANYAL: We would like to help you in following the rules. If the rules do not permit——

Mr. SPEAKER: The Speaker can at any time allow anybody to speak. The Leader of the Opposition speaks at times he wants to speak on a matter with which I am not concerned. I give him an opportunity because I consider the convention ought to be there by which the Speaker can allow any member to speak.

Yes, Mr. Fazlul Huq.

Dr. NALINAKSHA SANYAL: Does Mr. Fazlul Huq want to speak as the Leader of the House or as the Minister in charge of Education?

Mr. SPEAKER: That I do not know. My interpretation for the time being is that under the rule he has got the right of reply. As I said, I do not make it final. This is a question which I will look into and give my final decision to-morrow. In the meantime I hold the view tentatively that he has the right of reply.

Mr. SARAT CHANDRA BOSE: Mr. Speaker, may I suggest that as you are going to consider this point of order which has been raised, the matter should not be put to vote to-night?

Mr. SPEAKER: There is no harm. It is a question of legal interpretation and the Speaker, I think, has the right to allow anybody to speak any moment whether a closure motion is accepted or not. For example, you are speaking now and I allow it——

Mr. SARAT CHANDRA BOSE: I am speaking on a point of order and I ask for your decision on the point of order and I draw your attention to the words "under discussion" in rule 46 and also to the words "permit the mover of such motion". The Hon'ble the Chief Minister as the Minister for Education is not the mover of the motion under discussion. The motion under discussion is the

amendment moved by Mr. Manmatha Nath Roy. He is the mover of the motion and he is entitled under rule 46 to a right of reply and not the Hon'ble the Chief Minister either as the Leader of the House or as the Minister for Education or in any other capacity. As this is an important matter, if you desire to take time to consider the matter, I submit you ought to adjourn the House; otherwise we would like to have a ruling here and now.

Mr. SPEAKER: My decision for the time being is that under rule 46 the Hon'ble Chief Minister has the right of reply, but as I say, I should be quite prepared, after going through this point which has for the first time arisen, to rediscuss it and, if necessary, to revise my decision. The Speaker has, however, the inherent right to allow anybody to speak and I am acting under that right but I am keeping this decision open.

Mr. SURENDRA NATH BISWAS: On a point of order, Sir. Your ruling now is that you would allow Mr. Fazlul Huq to speak and still you are not coming to any decision with regard to the point of order whether he should be allowed or not. The question as to the right of reply of the mover of the motion under discussion remains undecided.

Mr. SPEAKER: That is a question which I will look into along with the other matter.

Mr. M. SHAMSUDDIN AHMED: Sir, it is only five minutes to eight. This is a very important point. You say that you will give your serious attention to the point of order that has been raised and also as regards the motion. I think, Sir, in all fairness you should adjourn the House for to-night and then give your serious consideration to the point of order in question and then let the House have its own decision to-morrow. As the matter is very important, I would also ask the Chief Minister not to insist on his speech to-night.

Dr. NALINAKSHA SANYAL: May I draw your attention to rule 41, Sir?

Mr. SPEAKER: I am asking the Hon'ble Mr. Fazlul Huq to speak on a very important matter and this question of rule cannot be decided for the time being. As I say, if you want me to decide, I shall have to decide subject to this that I shall reconsider the whole matter. This point is not very important.

Mr. SANTOSH KUMAR BASU: What about the right of reply of Mr. Manmatha Nath Roy? Have you decided that?

Mr. SPEAKER: *The procedure we have so far followed is that* there is no right of reply when one moves an amendment. The amendment is not a substantive motion. The substantive motion is that clause 2 stand part of the Bill. To that he has moved an amendment and therefore he has no right of reply.

Dr. NALINAKSHA SANYAL: May I draw your attention to the rule itself? There is no mention of substantive motion in the rule.

Mr. SASANKA SEKHAR SANYAL: On a point of information, Sir.

Mr. SPEAKER: Dr. Sanyal has raised a point of order. Let that be finished first.

Dr. NALINAKSHA SANYAL: My point of order is this. May I draw your attention to rule 41 which categorically mentions the order of speeches, the right of reply and the time-limit of speeches. The order of speeches is covered by sub-rule (*1*) of rule 41. It is stated that "other members may speak to a motion in such order as the Speaker may direct and sub-rule (*3*) states that a member who has moved a substantive motion——

Mr. SPEAKER: And not an amendment.

Mr. K. SHAHABUDDIN: The Hon'ble Chief Minister insists on speaking.

Dr. NALINAKSHA SANYAL: May I submit that the right of a Minister is not provided at all?

Mr. SPEAKER: The procedure is this, namely, that when a motion has been agreed to by the Assembly that a Bill be taken into consideration——

Dr. NALINAKSHA SANYAL: Which rule?

Mr. SPEAKER: Rule No. 59. Then, any member may propose an amendment to such Bill. Then the next rule speaks of notice of amendments. Then when you come to rule 63, you will see that it lays down:—

"Notwithstanding anything in the foregoing rules it shall be in the discretion of the Speaker when a motion that a Bill be taken into

consideration has been carried, to submit the Bill or any part of the Bill to the Assembly clause by clause. When this procedure is adopted, the Speaker shall call each clause separately, etc., etc.".

After putting clause 1, I have called clause 2. But there the amendment does not occur.

Dr. NALINAKSHA SANYAL: May I dispose of that point of yours?

Mr. M. A. H. ISPAHANI: Is Dr. Sanyal entitled to dispose of your point, Sir?

Dr. NALINAKSHA SANYAL: Sir, if you are not relying upon rule 41(*3*) to enable the Hon'ble Minister in charge to make a speech or to reply, then there is, I submit, no other rule in the Rules of the Assembly under which you may permit the Hon'ble Minister in charge to speak.

Mr. SPEAKER: If the House is not anxious, I am not particularly anxious that the Government should give any reply. So, I shall put the amendment to vote.

The motion of Mr. Manmatha Nath Roy that for sub-clause (*1*) of clause 2 the following be substituted, namely:—

> "(*1*) 'Recognised' means recognised by the Board or prior to the constitution of the Board by the Syndicate of the University of Calcutta or by the Board of Secondary and Intermediate Education, Dacca"

was then put and a division demanded.

(When the division bell was ringing.)

Mr. SARAT CHANDRA BOSE: What I would like to say is not a point of order. But if you permit me, I desire to make one suggestion.

Mr. SPEAKER: Yes, after the bell has stopped ringing.

(After the bell stopped ringing.)

Mr. SPEAKER: What is your suggestion, Mr. Bose?

Mr. SARAT CHANDRA BOSE: What I desire to say is not a point of order at all.

Mr. SPEAKER: That is why I am allowing you.

Mr. SARAT CHANDRA BOSE: But I desire to make one suggestion for your consideration and for the consideration of the Hon'ble

Minister of Education. The matter before the House is very important and having regard to what was said and done—by done I mean agreed to in another place—I would ask the Hon'ble Minister of Education to consider whether he would press this amendment to a vote to-night or think over the matter to-night and come to a final decision to-morrow.

Mr. SPEAKER: That is for the Chief Minister to say.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, I have been placed in a very awkward position. It is for this reason that I wanted to make a statement. Sir, you remember that when we assembled this afternoon, a suggestion was made that we should proceed with the non-controversial clauses of the Bill, continuing at the same time the negotiations for an agreed settlement, and that till the last ray of hope had disappeared we would continue to work for a settlement. And then if we failed, we would proceed with the consideration of the Bill as it now stands before the House. To that, Sir, some objections were taken, and it was suggested that if negotiations were to continue, there should be an adjournment of the House.

Now, Sir, the position is that since I made this motion for consideration of the report of the Select Committee, we have—I will not use the words "deliberately wasted"—at any rate, allowed so many days to pass till we come to this position that we have got barely eight or nine working days in order to deal with this Bill. The question of adjournment of the House, therefore, was summarily rejected by the Coalition Party, and it was not within my power to go against the wishes of the members of my party so definitely expressed to me on the floor of the House and also at the meetings of the Coalition Party. I thought, however, that it would be possible in spite of everything to continue our efforts for settlement. It seems that at the present moment the temper of the House, so far as the Coalition Party and the others who are working in collaboration with the Coalition Party are concerned, is such that they are not in favour of my acceding to the suggestion made by the Leader of the Opposition that this amendment should be left unvoted upon so that we may meet again to-morrow to see what could be done. Sir, I confess I am helpless in this matter. Whatever my personal inclinations may be, I have got to be guided by the opinion of the party on whose support I hold my office, and unless I part company with them, the House will realise that it is not possible for me to disregard the wishes that they have conveyed to me through the Chief Whip that they will not allow this matter to be left unvoted upon; but, Sir, I can give this assurance to the House that although there is a strong feeling on this side of the House that the negotiations be closed, possibly something may yet happen, and it may be still possible to have an agreed settlement. If that is done, it will be a

question of ways and means as to what should be done in order to implement the agreed solution. But, Sir, that will depend on how the members within this House behave towards the provisions of the Bill in order that all attempts at a compromise may be successful.

Sir, I will not take any more time of the House, but I want to make one or two points clear. Although a good deal of importance has been attached to this amendment, strictly speaking, even if this amendment is defeated, there is nothing to frighten our friends of the Opposition that there is any sinister move on the part of the Government to put on the statute book any provision which would be detrimental to the interests of the high schools in the province or the secondary schools in the province. In the first place, the amendment itself seeks to delete the definition of the word "approved", although a little consideration will convince them that the word "approved" with its variations does appear in many parts of the Bill, and that a certain definition of the word "approved" is necessary. Secondly, Sir, so far as the word "recognized" is concerned, the provisions of the Bill make it clear as to what that means: that is to say, what the Bill means by the word "recognition". And in this connection I may point out to my friend, Dr. Mookerjee, that when he was criticising the original provisions he made certain observations which, if accepted, would change the whole structure of the Bill. The position, therefore, is that unless there is any agreed compromise, Government cannot accept the amendment unless Government also agree to change the entire structure of the Bill. I am, therefore, placed in this awkward position that in order to accept the amendment I have got to accept or rather give my assent to the proposal to change the Bill in its entirety, but that is a position which I cannot accept. In these circumstances, Sir, much though I regret that I have been compelled by circumstances to take up this position, I have got no other alternative but to oppose the amendment and ask for a division. Of course, it is again for you, Sir, and for the various sections of the House to decide what should be done. So far as I am concerned, I am not going to obstruct in any sense an agreed settlement: personally, Sir, I am powerless, and I must be guided by the wishes of the party supporting me.

The motion of Mr. Manmatha Nath Roy that for sub-clause (*1*) of clause 2, the following be substituted, namely:—

> "(1) 'Recognised' means recognised by the Board or prior to the constitution of the Board by the Syndicate of the University of Calcutta or by the Board of Secondary and Intermediate Education, Dacca",

was then put and a division taken.

(Before announcing the result of the division.)

Mr. SPEAKER : In order to assuage the feelings of the House I might just say in spite of what the result of this amendment is, if at any stage till clause 2 is finished any agreement is arrived at between the Government and the Opposition even on this point, I believe it will be possible for me to advise the House as to how the agreement could be given effect to even on the point on which the House is divided.

The result of the division was as follows:—

AYES—50.

Abul Fazl, Mr. Md.
Asimuddin Ahmed, Mr.
Banerjee, Mr. Pramatha Nath.
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Barma, Babu Promhari.
Barman, Babu Shyama Prosad.
Basu, Mr. Santosh Kumar.
Bhaumik, Dr. Gobinda Chandra.
Biswas, Mr. Surendra Nath.
Bose, Mr. Sarat Chandra.
Chakrabarty, Mr. Jatindra Nath.
Chakrabarty, Babu Narendra Narayan.
Chaudhuri, Rai Narendra Nath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Srijut Narendra Nath.
Dolui, Mr. Harendra Nath.
Ghose, Mr. Atul Krishna.
Giasuddin Ahmed, Mr.
Gupta, Mr. Jogesh Chandra.
Gupta, Mr. J. N.
Hasan Ali Chowdhury, Mr. Syed.
Jalan, Mr. I. D.
Jonab Ali Majumdar, Maulvi.
Khan, Mr. Debendra Lal.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nishitha Nath.
Lahiri, Babu Ashutosh.
Majumdar, Mrs. Hemaprova.
Mandal, Mr. Jogendra Nath.
Maniruzzaman Islamabadi, Maulana Md.
Maqbul Hosain, Mr.
Mookerjee, Dr. Syamaprasad.
Mullick, Srijut Ashutosh.
Naskar, Mr. Hem Chandra.
Ramizuddin Ahmed, Mr.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamalkrishna.
Roy, Mr. Kiran Sankar.
Roy, Mr. Kishori Pati.
Roy, Mr. Manmatha Nath.
Sanyal, Dr. Nalinaksha.
Sanyal, Mr. Sasanka Sekhar.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen Gupta, Mrs. Nellie.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Sinha, Srijut Manindra Bhusan.
Thakur, Mr. Pramatha Ranjan.

NOES—92.

Abdul Aziz, Maulana Md.
Abdul Haffz, Mr. Mirza.
Abdul Hakim, Maulvi (Mymensingh).
Abdul Hakim Vikrampuri, Maulvi Md.
Abdul Hamid, Mr. A. M.
Abdul Hamid Shah, Maulvi.
Abdul Jabbar, Maulvi.
Abdul Karim, Mr.
Abdul Majid, Maulvi (Mymensingh).
Abdul Majid, Mr. Syed (Noakhali).
Abdul Metaleb Malik, Dr.
Abdulla-Al Mahmood, Mr.
Abdur Rahman, Khan Bahadur A. F. M.
Abdur Rahman Siddiqi, Mr.
Abdur Rashid Mahmood, Mr.
Abdur Rasheed, Maulvi Md.
Abdur Rauf, Khan Bahadur Maulvi S. (Howrah).
Abdur Rauf, Khan Bahadur Shah (Rangpur).
Abdur Razzak, Maulvi.
Abdus Shahood, Maulvi Md.
Abidur Reza Chowdhury, Khan Bahadur Maulvi.
Abul Hosain Ahmed, Mr.
Ahmed Ali Enayetpuri, Khan Bahadur Maulana.
Ahmed Ali Mridha, Maulvi.
Ahmed Hossain, Mr.
Aminullah, Khan Sahib Maulvi.
Anwarul Azim, Khan Bahadur Md.
Ashrafali, Mr. M.
Aulad Hossain Khan, Khan Bahadur Maulvi.
Azhar Ali, Maulvi.
Biswas, Mr. Rasik Lal.
Das, Mr. Anukul Chandra.
Das, Rai Sahib Kirit Bhusan.
Dass, Babu Debendra Nath.
Edbar, Mr. Upendranath.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh).
Gurung, Mr. Damber Singh.
Hafizuddin Choudhuri, Maulvi.
Hasanuzzaman, Maulvi Md.
Hashem Ali Khan, Khan Bahadur Maulvi.
Hasina Murshed, Mrs., M.B.E.
Hatemally Jamadar, Khan Sahib Maulvi.
Hawkings, Mr. R. J.
Hendry, Mr. David.
Hirtzel, Mr. H. A. F.

Idris Ahmed Mia, Maulvi.
Ispahani, Mr. M. A., M.B.E.
Jalaluddin Ahmed, Khan Bahadur Maulvi.
Kabiruddin Khan, Khan Bahadur Maulvi.
Kazem Ali Mirza, Sahibzada Kawan Jah Syed.
Mandal, Mr. Banku Behari.
Mandal, Mr. Birat Chandra.
Mandal, Mr. Jagat Chandra.
Maniruddin Akhand, Maulvi.
Miles, Mr. C. W.
Morgan, Mr. G., C.I.E.
Mozammel Huq, Maulvi Md.
Muhammad Afzal, Khan Bahadur Maulvi Syed.
Muhammad Israil, Maulvi.
Muhammad Siddique, Khan Bahadur Dr. Syed.
Mullick, the Hon'ble Mr. Mukunda Behary.
Mullick, Mr. Pulin Behary.
Musharruf Hossain, the Hon'ble Nawab, Khan Bahadur.
Mustagawai Haque, Mr. Syed.
Mustafa Ali Dewan, Maulvi.
Nasarullah, Nawabzada K.
Nazimuddin, the Hon'ble Khwaja Sir, K.C.I.E.
Rahman, Khan Bahadur A. M. L.
Raikut, the Hon'ble Mr. Prasanna Deb.
Roy, Mr. Patiram.
Sadaruddin Ahmed, Mr.
Safiruddin Ahmed, Haji.
Sahebo-Alam, Mr. Syed.
Salim, Mr. S. A.
Sarkar, Babu Madhusudan.
Sirajul Islam, Mr.
Shahabuddin, Mr. Khwaja, C.B.E.
Sirdar, Babu Litta Munda.
Spoller, Mr. J. H.
Smith, Mr. H. Brahant.
Stark, Mr. A. F.
Steven, Mr. J. W. R.
Suhrawardy, the Hon'ble Mr. H. S.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Walker, Mr. W. A. M.
Whitehead, Mr. R. B.
Yousuf Mirza.
Yusuf Ali Choudhury, Mr.

The Ayes being 50 and the Noes 92, the motion was lost.

Adjournment.

It being 8-17 p.m.—

The House was adjourned till 4-45 p.m. on Tuesday, the 9th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Tuesday, the 9th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 8 Hon'ble Ministers and 207 members.

STARRED QUESTIONS

(to which oral answers were given)

Mortality and loss caused by cyclone and tidal waves in Bakarganj and Noakhali districts.

***125. Babu NAGENDRA NATH SEN:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to lay on the Table a statement showing, thana by thana, in the Patuakhali and Bhola subdivisions of the Bakarganj district and in the Noakhali district—

(*i*) the total number of deaths ascertained so far (up to the 30th June, 1941);

(*ii*) the number of cattle mortality in the affected areas;

(*iii*) the extent of the area affected;

(*iv*) the extent of loss to crops in these areas;

(*v*) the condition of betel and chillie plantations in these areas;

(*vi*) the estimated loss of Government and private properties in these areas as a result of the cyclone and tidal waves of the 26th May last; and

(*vii*) the amount of agricultural and Tuccavi loans and gratuitous relief given by the Government to the people of these areas?

(*b*) Will the Hon'ble Minister be pleased to state what other measures, if any, have been taken and the procedure that has been followed by the Government for giving relief in these areas?

(*c*) Will the Hon'ble Minister be pleased to state whether any private institutions are working in these areas?

(*d*) If so, whether they are working independently or in co-operation with the Government?

MINISTER in charge of the REVENUE DEPARTMENT (the Hon'ble Sir Bijoy Prasad Singh Roy): (*a*) A statement is laid on the Table?

(*b*) The affected areas have been divided into a number of relief centres and Relief Officers have been posted in charge of them for the proper distribution of relief and for general supervision. District, Subdivisional and Union Relief Committees have been formed and the

members of these committees are assisting the Relief Officers of their respective centres. Adequate arrangements have been made for medical relief and sanitation. Steps have been taken to sink tube wells where necessary.

To provide work for the landless labourers test works in the shape of repair of roads, water-hyacinth and jungle clearance, clearance of betelnut plantations demolished by the cyclone, erection of the huts of the destitute, clearance of tanks, rope making, paddy husking, etc., have been organised in the affected areas on an extensive scale. The following amounts have been sanctioned so far (up to the 12th August, 1941), for test relief work—

	Rs.
Bakarganj	1,70,000
Noakhali	35,000

In the district of Bakarganj about 20,000 maunds of seed paddy have been distributed as agricultural loans in addition to the amount distributed in cash.

In Noakhali 910 maunds of paddy have been advanced for seedlings. Arrangements have also been made to grow seedlings in the Government raised land at Maijdi and also in the land belonging to the Government sub-jail for distribution among the people of the distressed areas where difficulty is being experienced in finding raised land to grow seedlings.

A special loan scheme has been sanctioned for giving relief to the poor middle-class non-agriculturists in the district of Bakarganj. A similar scheme has already been introduced in Noakhali.

A scheme for issuing free Railway warrant at the expense of Government to labourers from Noakhali district in order to help them to travel to other districts where they may find work has already been introduced.

(c) Yes. The following institutions are working in the areas:—

District Bakarganj.

(1) Ram Krishna Mission.
(2) Hindu Mahasabha.
(3) Bakarganj District Flood and Cyclone Relief Committee.
(4) Bharat Sevasram.
(5) Radical Democratic Party.
(6) Muslim League.
(7) Forward Bloc.

District Noakhali.

(1) Muslim League Relief Committee.
(2) Hindu Mahasabha.
(3) Tran Samity.
(4) Central Relief Committee.

(d) The Ram Krishna Mission has been working in co-operation with Government. The other institutions are working independently.

Statement referred to in reply to clause (a) of starred question No. 125.

Name of district, subdivision and police-station.	No. of deaths ascertained so far.	No. of cattle mortality.	Extent of area affected square miles (included area affected by excessive rainfall both before and after the cyclone).	Extent of loss to crops.		Condition of betel and chillie plantations.	Estimated loss of Government and private properties.		Amount of agricultural loans and gratuitous relief granted up to 12th August, 1941.	
				Jute.	*Aus.*		Government property.	Private property.	Agricultural loan.	Gratuitous relief.
							Rs.	Rs.	Rs.	Rs.
Noakhali.										
Sudharam ..	6	..	94	On the average the damage has been 8 as. *aus* and 10 as jute.		Almost 12 as. of the chillie crops in each thana has been destroyed. The damage to betel plantation is also considerable.	It has not been possible to make an estimate yet.		12,40,000	1,00,000
Ramganj ..	10	..	119						Separate figures showing the distribution of the amount between different thanas are not available now.	
Lakshmipur ..	64	3,628	141							
Raipur ..	24	12,000	55							
Hatiya ..	6	400	172							
Ramgati ..	7	2,000	122							
Parasuram ..	1	..	9							
Chhagalnaiya ..	1	..	17							
Companyganj ..	..	..	61							

Senbag ..	..	..	60				
Begumganj ..	..	..	159				
Sandwip ..	..	..	148				
Feni ..	..	..	32				
Sonagazi ..	..	..	11				
Total ..	119	18,028	1,200				
Bhola subdivision.							
Bhola ..	1,071	14,563	669	The standing crops were not badly affected by the cyclone of one night but jute and *aus* in low land areas have been damaged by excessive rainfall before and after the cyclone. 4as. to 5as. of the betelnut trees have been blown down.	All betel plantations were blown down but they are rapidly being re-erected.	It has not been possible to make an estimate yet.	The total amounts granted for the entire district up to 12th August, 1941, have been as follows:— Agricultural loans—Rs.20,75,000. Gratuitous relief—Rs.2,03,000 Separate figures showing the distribution of the amount between different thanas are not available now.
Daulatkhan ..	107	1,461					
Barahanuddin ..	96	454					
Lalmohan ..	877	10,869					
Tazumaddi ..	136	4,731					
	2,287	32,078					
Patuakhali subdivision.							
Baufal ..	193	2,766	211				
Galachipa ..							

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় কি অবগত আছেন, নোয়াখালি জেলায় Forward Blockএর অধীনে একটি সেবা সমিতি গঠিত হয়েছে যার President শ্রীযুক্ত নগেন্দ্র গুহরায় এবং যার Secretary Binode Sen, এবং যাঁরা সেখানে reliefএর কাজ করছেন ?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Government are not aware of that, but it lies on the ingenuity of my friend to give publicity to that fact.

Babu NAGENDRA NATH SEN: With reference to answer (*b*) where it is said that district, subdivisional and union relief committees have been formed, will the Hon'ble Minister be pleased to state by what agency these have been formed; was it by the District Magistrate or by the people themselves?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: By the District Magistrate.

Rai HARENDRA NATH CHAUDHURI: With reference to answer (*b*), *viz.*, "a special loan scheme has been sanctioned for giving relief to the poor middle-class non-agriculturists in the district of Bakarganj and the introduction of a similar scheme in the district of Noakhali is under consideration", will the Hon'ble Minister be pleased to state what the scheme is like and give us the details of the scheme?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: We are advancing money to these non-agriculturists for the construction of their houses, etc.

Srijut NARENDRA NATH DAS GUPTA: Is the Hon'ble Minister aware that the middle-class non-agriculturists who are carrying on trade are not being given any loan for doing so?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Certainly we do not advance money for carrying on trade.

Srijut NARENDRA NATH DAS GUPTA: Is the Hon'ble Minister aware that the Subdivisional Officer of Bhola had issued a notification saying that no able-bodied men will get gratuitous relief including women? Is he also aware that both Hindu and Muhammadan women do not take part in clearing water-hyacinth and jungle, etc.? Will he be pleased to state what arrangements are being made for them?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The honourable member has put another question and I may reply to that in due course. I do not propose to answer this point in the course of answer to this question.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state what is the rate of daily wage that has been given to the workers for test relief?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The rate of wage varies according to the price of rice and we are trying to help every worker to earn sufficient money for his food and for the food of his family.

Mr. SYED ABDUL MAJID: Will the Hon'ble Minister be pleased to state if he is aware that Rs. 4,60,000 that has been so far sanctioned for distribution as agricultural loan to Noakhali has been quite inadequate and that further money is needed for distribution of agricultural loan in that district?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I have circulated a printed statement, and I have here a supplementary statement which I would like to read out, and if, after this honourable members would like to put further question, I would reply to their supplementary questions then.

May I read it, Sir?

Mr. SPEAKER: Yes.

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Since the statement was printed, *i.e.*, since 19th August, 1941, Government have sanctioned the following amounts up to 6th September, 1941:—

District.	Agricultural loans.	Short-term agricultural loans.	Test works.	Gratuitous relief.
	Rs.	Rs.	Rs.	Rs.
Bakarganj	1,30,000	Nil	1,00,000	60,000
Dinajpur	25,000	"	Nil	Nil
Tippera	12,000	"	25,000	"
Khulna	24,000	"	Nil	"
Burdwan	15,000	"	"	3,900
Midnapore	41,000	17,000	"	Nil
Noakhali	Nil	Nil	5,000	30,000
Murshidabad	"	"	Nil	2,000
Hooghly	"	"	"	1,000
Bogra	4,000	"	"	Nil
Dacca	Nil	"	20,000	"
Total ..	2,51,000	17,000	1,50,000	96,900

The total allotments made to the various districts under the various heads up to 6th September, 1941, are as follows:—

		Rs.
Agricultural loans	... ...	95,32,000
Short-term agricultural loans ...	...	3,83,600
Land improvement loans	... ...	1,81,370
Test relief works	... ...	13,68,762
Gratuitous relief	... ...	11,97,500
	Total	1,26,63,232

It may also be noted in this connection that the following schemes which are mentioned in the printed statement to be under contemplation have been sanctioned:—

(*i*) The special loans scheme for the poor middle-class non-agriculturists has since been extended to the Noakhali district also, and Rs. 50,000 has been sanctioned for the purpose.

(*ii*) The scheme for issuing free Railway warrants to landless labourers in Noakhali district has also been sanctioned, and Rs. 5,000 has been allotted for the purpose out of the gratuitous relief money.

(*iii*) The scheme for giving loans to poor and distressed weavers and artisans in Noakhali district has also been sanctioned, and a special grant of Rs. 25,000 has been sanctioned for the purpose. This sum is not included in the amounts shown above.

Although not referred to in the printed statement, it may be noted that the following measures have also been taken:—

(*a*) A scheme for giving relief to distressed weavers in Dacca district has been sanctioned, and Rs. 20,000 out of the test relief work money has been sanctioned for the purpose.

(*b*) Instructions have been issued to the Collectors of Bakarganj and Noakhali for the suspension, during the period of distress, of Revenue sales and execution of certificates in the affected areas of those districts.

Similar instructions have also been issued to the Collector of Tippera for the suspension, till December, 1941, of Revenue sales and of execution of certificates.

Instructions have also been issued to the Collector of Mymensingh that no certificates should be executed in the areas affected by distress this year until the situation improves sufficiently.

Mr. ATUL CHANDRA SEN: In answer (*b*) it is stated that adequate arrangements have been made for medical relief and sanitation. Will the Hon'ble Minister be pleased to state what arrangements for medical relief and sanitation have been made in the subdivision of Bhola?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, I would ask for notice.

Mr. ATUL KRISHNA GHOSE: With reference to answer (*a*)(*iii*), will the Hon'ble Minister be pleased to state whether the Government has excluded the able-bodied women from getting the gratuitous relief?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: No, Sir.

Mr. ATUL KRISHNA GHOSE: Is it a fact that the Subdivisional Officer has given a notice to the effect that every able-bodied man and woman will not be entitled to gratuitous relief?

The Hon'ble Sir BIJOY PRASAD SINGH: Certainly able-bodied men cannot be entitled to gratuitous relief. As regards able-bodied women, we have to make an exception according to the custom of the country, and I propose to reply to this part of my honourable friend's question in reply to question put by him specifically on this point.

Srijut NARENDRA NATH DAS GUPTA: Is the Hon'ble Minister aware that in Bhola subdivision hundreds of complaints have been made by the Hindus, specially the Scheduled Castes, to the District Magistrate that the Relief Officers who are all of them Muhammadans are distributing gratuitous relief as well as loans in an iniquitous manner?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I am not aware of any such complaint. Moreover I repudiate such a suggestion. Government are perfectly satisfied that Relief Officers are distributing relief without any communal consideration.

Mr. ABDUL WAHAB KHAN: So far as the paddy distributed is concerned, is the Government aware by now what is the percentage of successful germination of the seed?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I am not aware of that.

Srijut NARENDRA NATH DAS GUPTA: Is the Hon'ble Minister aware that hundreds of complaints have been received by the District Magistrate from the Scheduled Caste Hindus of the Bhola subdivision?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I have nothing more to add. I have made it very clear that Government are almost daily in touch with the situation and the District Magistrate has been submitting comprehensive reports on the relief operations every week, and we repudiate any such suggestion that Government officers, whether Hindus or Muslims, are distributing relief on communal consideration.

Mr. SANTOSH KUMAR BASU: In view of the fact that in consequence of natural catastrophe people have been deprived of their shelter and food, do the Government consider it incumbent upon them to lay down that only agricultural loan can be granted and gratuitous relief cannot be granted for shelter or food to any class of people?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I have never said that gratuitous relief is not granted for other purposes. But gratuitous relief is usually granted to save people from immediate starvation.

Mr. SANTOSH KUMAR BASU: With regard to the provision for shelters which became as imperative as the provision for food, is it outside the category of gratuitous relief altogether?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Government have actually advanced large amounts of money as agricultural loan and it is expected that out of that amount a portion will be devoted to the rebuilding of huts. So Government did not find it necessary to grant gratuitous relief for the construction of huts.

Rai HARENDRA NATH CHAUDHURI: Sir, may I remind you of a question of mine on this subject? I put in a question but the answer has been held up or postponed.

Mr. SPEAKER: I think, it is already there.

Damage caused by cyclone and flood in Bakarganj, Noakhali and Tippera.

*126. **Mr. PRATUL CHANDRA CANGULI:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state—

(*i*) the extent of loss caused by the recent cyclone and flood in Bhola, Perojpur, Barisal town and other places in the district of Bakarganj, Noakhali and Tippera;

(*ii*) the number of persons—

(1) killed,

(2) wounded, and

(3) rendered homeless;

(*iii*) the number of houses destroyed; and

(*iv*) the number of cattle—

(1) killed, and

(2) disabled?

(*b*) Will the Hon'ble Minister be pleased to give an estimate of the crops destroyed by the cyclone and flood in the said districts?

(*c*) Will the Hon'ble Minister be pleased to state—

(*i*) what arrangements, if any, have been made for giving relief to the people of the affected areas;

(*ii*) the amount of money given to the people as—

(1) gratuitous relief, and

(2) agricultural loan; and

(*iii*) the approximate number of families that will be benefited by the gratuitous relief and agricultural loan?

(*d*) Will the Hon'ble Minister be pleased to state whether the Government have made any special grants for the following purposes:—

(1) reconstruction of houses;

(2) purchasing of food and clothing;

(3) purchasing of seed for the next crop; and

(4) purchasing of cattle and implements for tilling the soil?

(*e*) If the answer to (*d*) is in the affirmative, will the Hon'ble Minister be pleased to state the average amount which each family may get?

(*f*) Do the Government contemplate any remission of rents and cesses of the said areas till the people are rehabilitated?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Noakhali—Over a crore of rupees.

Bakarganj—It has not been possible to estimate the cash value of the loss.

Tippera—About Rs. 50 lakhs.

(*ii*) Noakhali—

(1) Killed—119.

(2) Wounded—no estimate could be made.

(3) Rendered homeless—no estimate could be made.

Bakarganj—

(1) Killed—2,879.

(2) Wounded—no estimate could be made.

(3) Rendered homeless—about one million for the first few days after the cyclone. Almost all homesteads have now been rebuilt.

Tippera—

(1) Killed—19.

(2) Wounded—50.

(3) Rendered homeless—no estimate could be made.

(*iii*) Noakhali—no estimate could yet be made.

Bakarganj—no estimate could yet be made.

Tippera—2,700.

(*iv*) (1) Killed—

Noakhali—18,028.

Bakarganj—40,618.

Tippera—225.

(2) Disabled—not known.

(*b*) Bakarganj—The main crop affected is the betelnut. Four annas to five annas of the betelnut trees have been blown down. The *aus* crop has not been affected to any considerable extent.

Noakhali and Tippera—Average damage is as follows:—

	As.
Jute	10
Aus	8

(c) (i) Agricultural loans are being distributed and gratuitous relief is being given freely in the affected areas. Test relief operations in the shape of repair of roads, water-hyacinth and jungle clearance, clearance of betelnut plantations demolished by the cyclone, paddy husking, etc., have been organised all over the areas affected by the cyclone and flood. These relief measures will continue as long as the distress prevails.

A special loan scheme for house-building has been sanctioned for the middle class non-agriculturists in the Bakarganj district, and the introduction of a similar scheme for the Noakhali district has since been sanctioned.

For the organisation of relief work, the affected areas have been divided into a number of relief units of suitable area, and one relief officer has been placed in charge of each unit.

Arrangements have also been made for medical relief, prevention of epidemic and sanitation. Forty medical units complete with medicines and equipments and 26 doctors and Sanitary Inspectors in charge of two Assistant Surgeons were deputed to Bakarganj for rendering medical relief. Of these, 35 medical units and two Sanitary Inspectors in charge of an Assistant Surgeon are now working in the district.

Twelve medical units (including two for Noakhali town) complete with medicines and equipments, and 20 doctors and Sanitary Inspectors have been sent to the Noakhali district.

(ii) Amounts sanctioned up to the 14th August, 1941:—

	(1) Gratuitous relief.	(2) Agricultural loan.
	Rs.	Rs.
Noakhali ...	1,00,000	12,40,000
Bakarganj ...	2,00,300	20,75,000
Tippera ...	2,11,250	5,75,000

(iii) The relief operations are still in progress and no such estimate is possible now.

(d) (1) Yes. Agricultural loans have been advanced for the reconstruction of houses as well as cultivation purposes. A special grant of Rs.1½ lakhs has also been sanctioned for loans to middle class non-agriculturists in Bakarganj for house-building purposes.

(2) and (4) The agriculturists will utilise for these purposes a part of the agricultural loans given to them.

(3) In Bakarganj district a sum of Rs.4,60,000 was sanctioned for purchase of seed for distribution as agricultural loan. But out of this Rs.3,60,000 has been distributed as agricultural loans in cash, as the cultivators preferred cash loan to seed loan.

(*e*) Distribution of loans is in progress, and so this cannot be estimated now.

(*f*) In order to give relief to the proprietors and tenants of private estates as also to the tenants of the Khasmahal estates of the districts of Noakhali and Bakarganj in the matter of payment of land revenue and cesses during the period of distress, orders have already been issued so that the District Officers concerned may take action on the following lines with regard to the affected areas:—

(*i*) No estate should be put up to sale for total or partial default in payment of land revenue for any *kist* till the next harvest. The estates which have already been advertised for sale may be exempted from sale under section 18 of the Sale Law.

(*ii*) No steps should be taken to execute the pending certificates in respect of road, public work and education cesses till the next harvest. Fresh certificates may be filed for the realisation of arrears of such cesses only when they are about to be time-barred, but their execution should be suspended till the next harvest.

(*iii*) If the proprietors of private estates apply for suspension or remission of their land revenue and cesses, action should be freely taken under rules 171, 190 and 192 of the Bengal Tauzi Manual, 1940.

(*iv*) In case of Khasmahal estates, relief should be given to the tenants by way of suspension of land revenue and cesses till the next harvest in accordance with the rules contained in Part I of Chapter XIV of the Bengal Tauzi Manual, 1940.

In regard to the affected areas of Tippera, Government have already issued orders as I mentioned, in the supplementary statement.

Mr. SURENDRA NATH BISWAS: With reference to question (*c*) (*iii*), the Hon'ble Minister has said that no such estimate is possible now. Will the Hon'ble Minister be pleased to state whether lists have been prepared of the families for giving agricultural loan and gratuitous relief?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Yes, Sir.

Mr. SURENDRA NATH BISWAS: Then why is it that the Hon'ble Minister says that he cannot make an estimate of the number of families which will be benefited by the gratuitous relief or the agricultural loan?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, a list has been prepared and the money is being distributed according to the list, but Government do not propose to make the local officers devote their time to the preparation of these lists for submission to Government at the present moment. The local officers are too busy with distribution or relief.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether gratuitous relief has been given once or is being repeated?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It is being repeated according to necessity.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether gratuitous relief or any relief has been given to the agriculturists or non-agriculturists poor people for construction of huts?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: We have given loans to the agriculturists for construction of huts and generally we do not give gratuitous relief for construction of huts.

Mr. SYED ABDUL MAJID: Will the Hon'ble Minister be pleased to state if the Collector of Noakhali has made a further requisition for sanctioning further money for the purpose of test relief works in the district of Noakhali?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice, but I can assure my friend this much that if there is a requisition, the money will be sanctioned and probably it has been sanctioned.

Srijut NARENDRA NATH DAS GUPTA: Is the Hon'ble Minister aware that in Bhola as well as in the northern part of the Bakarganj district artisans, specially the weavers, have lost all their tools and instruments together with their household belongings and that they are not able to carry on their craft for want of any loan?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Loans have been sanctioned for the non-agriculturists. As regards artisans, I think they are having a very good trade by re-building of houses.

Srijut NARENDRA NATH DAS GUPTA: My question is that they have lost their instruments and they cannot carry on their trade for want of instruments as well as the materials, for example, the weavers have lost their weaving materials as well as their instruments. Now, they have been praying for loans. Will the Hon'ble Minister be pleased to state what arrangements have Government made to give loans for these crafts?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: My honourable friend ought to realise that we have divided the population into agriculturists and non-agriculturists. Agriculturists have been given agricultural loans and non-agriculturists are being given special loans under a special scheme. So, if the class to which my honourable friend refers is composed of non-agriculturists, then they come under the second category.

Mr. ABDUL WAHAB KHAN: With reference to the statement that 4 to 5 annas worth of betel-nuts have been blown up, may I ask the Hon'ble Minister as also the other Hon'ble Ministers who have seen the cyclone affected areas whether it is true that, so far as Bhola and Sadar North are concerned, only 4 to 5 annas worth of betel-nuts have been blown up? It may be true so far as Sadar South is concerned.

The Hon'ble Sir BIJOY PRASAD SINGH ROY: That is the estimate formed by the local officers after visiting the affected areas.

Srijut NARENDRA NATH DAS GUPTA: Has the Hon'ble Minister issued any instructions to the local officers on this point that artisans, even though they had no land of themselves, will be given special loans to rehabilitate them in their craft?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: No special instructions are necessary; they come under the general instructions.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state with reference to his answer that for the organisation of relief work the affected areas have been divided into a number of relief units of suitable area, and one relief officer has been placed in charge of each unit, from what class of Government servants or others have these relief officers been appointed?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: We have mobilised practically all available officers in the district and also requisitioned officers from the other districts.

Mr. NIHARENDU DUTTA MAZUMDAR: But from what class of officers?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: From all classes, I mean the Sub-Registrars, the Sub-Inspectors of Schools, Debt Settlement Officers, Circle Officers and Deputy Magistrates.

Mr. ABDUL WAHAB KHAN: With reference to the statement that almost all homesteads have now been rebuilt, may I enquire whether the Hon'ble Minister is aware that so far as corrugated iron sheet homesteads are concerned they could not at all be reconstructed owing to the rise in prices of materials and that only improvised huts have been raised?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, I do not for a moment suggest that they have been rebuilt on the same scale as before, but what I suggest is that some arrangement has been made for providing shelter.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় মন্ত্রী মহাশয় অনুগ্রহ করে জানাবেন কি, এই যে (c)(i) প্রশ্নের উত্তরে বলেছেন ২৬ জন ডাক্তারকে পাঠান হয়েছে এই সমস্ত ডাক্তারবা পাশ করা না quack?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: When Government said "doctor", they certainly meant qualified doctors. We do not recognise quacks.

Nature and extent of relief to the distressed areas of Murshidabad.

***127. Mr. SASANKA SEKHAR SANYAL:** (a) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state whether it is a fact that in the distressed areas of Murshidabad, where relief operations had been undertaken, a class of men and women, popularly known as the middle class, have neither been able to work at the test works, nor to obtain gratuitous relief?

(b) If so, will the Hon'ble Minister be pleased to state—

(i) what arrangements have been made for extending relief to them; and

(ii) the nature and extent of such relief, if any?

(c) Will the Hon'ble Minister be pleased to state what steps have been taken by Government for inducing organisation of non-official

relief committees in the distressed areas, and the extent of collections and relief operations made by such committees, particularly in the affected areas of Khargram, Nabagram and Sagardighi police-stations of the district of Murshidabad?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) The middle class people did not attend test works, but they were given gratuitous relief when they came for it and were found deserving.

(*b*) Agricultural loans were also given to middle class people when deserving. Rs. 76,000 has been sanctioned up to 18th August, 1941, for agricultural loan in the district during the present year.

To provide work for the able-bodied at home, a paddy husking scheme has also been introduced. A sum of Rs.7,000 has been sanctioned for the purpose up to 18th August, 1941.

(*c*) The local officers issued appeals and convened meetings to induce the people to form subdivisional relief committees. Such committees were formed in the distressed areas, but little subscription in cash or kind could be collected by them. Smaller non-official working committees were formed in all the thanas of Khargram, Nabagram and Sagardighi, and these committees worked well.

Mr. SANTOSH KUMAR BASU: With reference to answer (*a*), namely, that "The middle-class people did not attend test works, but they were given gratuitous relief when they came for it and were found deserving", is it the information of Government that there are many middle-class people who cannot avail themselves of gratuitous relief, because they cannot come or ask for it?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Yes, Sir, that is a fact.

Mr. SANTOSH KUMAR BASU: Will the Hon'ble Minister be pleased to state if any special measures have been adopted for the purpose of finding out who they are and how many they are?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: These middle-class people are generally landed people, I mean they have got land, *i.e.*, some security. So they have not to depend so much on gratuitious relief. Irrespective of the fact as to whether they require money actually for agricultural purposes or not Government have on the present occasion distributed agricultural loans freely.

Mr. SANTOSH KUMAR BASU: May I ask the Hon'ble Minister to consider whether it would not be more advisable to secure the help

of non-official agencies like the Ramkrishna Mission through whom these people can be approached and given relief, as was done in the case of the Bihar Earthquake relief?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, I am glad to say that the Ramkrishna Mission, wherever they have been working, have been working in close co-operation with Government. They have as usual done very valuable work and Government have taken full advantage of their co-operation. As regards the suggestion made by my honourable friend, we may do it through the Ramkrishna Mission people or we may do it through other villagers, because villagers are supposed to know the actual condition of their neighbours.

Mr. SANTOSH KUMAR BASU: What I was asking the Hon'ble Minister to consider was whether he will try to find out and explore the real means of approaching these middle-class people who do not come for relief and try to find out if there are any people who are suffering for want of relief and who are hesitating to come to the relief centres and whether Government will take steps to find them out through non-official agencies, so that relief may reach them?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I am grateful to my honourable friend, but I may just explain to him that the main purpose of organising small committees at the different units is that Government may be directly in touch with the actual situation and these sufferers, even if they do not approach Government officers directly, can approach their friends or neighbours or their friends or neighbours may come to their rescue and report the matter to the relief officers, so that relief may be sent to them.

Mr. SASANKA SEKHAR SANYAL: Is the Hon'ble Minister aware that in many cases Presidents of Union Boards, members of Union Boards and even sometimes Thana Officers and Circle Officers prepare a list of lower middle class people who stand in need of relief but then in many such cases the opinion of Government is that the Famine Code does not provide for gratuitous relief to these people who possess lands and therefore in all these deserving cases there is a good deal of difficulty in the matter of extending gratuitous relief?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It is true. Government are very reluctant, and for obvious reasons, to grant gratuitious relief to persons who have securities to offer and who can easily take agricultural loans, but in special circumstances the local officers have been given sufficient discretion to give gratuitious relief. I am sure that they make full use of that discretion.

Mr. SASANKA SEKHAR SANYAL: *In view of answer (a) taken* along with the answer given to the supplementary question of the Deputy Leader, will the Hon'ble Minister be pleased to state whether Government have contemplated amending the Famine Code with a view to getting relief statistics through Government agency so that relief may be extended to proper quarters?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I shall certainly make a note of the suggestion of my honourable friend. Government do propose to revise the Famine Code which has become out of date. To meet the existing situation and especially in view of the experience we have gathered during the last few years Government will revise the Famine Code and they have requisitioned the services of a Special Officer for that purpose.

Mr. MIRZA ABDUL HAFIZ: Will the Hon'ble Minister be pleased to consider the desirability of enhancing the amount allotted for the district, particularly that allotted for the subdivision of Tangail because the amount that has been allotted for that subdivision is too small?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The situation in Tangail is much better than the situation in the other subdivisions of the district. We have sanctioned money according to necessity.

Mr. MIRZA ABDUL HAFIZ: What is the source of his information?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The usual source.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister be pleased to tell the House whether the agricultural loan, as distributed in the district of Mymensingh, was according to the ratio of members belonging to the Coalition Party?

(No answer.)

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether the grants were made in proportion to the demands put forward by the different subdivisions or on any other basis?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: According to the conditions in each subdivision.

Mr. NIHARENDU DUTTA MAZUMDAR: I submit, Sir, the Hon'ble Minister has not answered my question as to whether any demand has been made by the respective subdivisions.

Mr. SPEAKER: He has answered it. A subdivision may demand 50 lakhs but the grant to be given must depend on the actual situation in the subdivision.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state how actually the conditions deserving particular grants were ascertained by Government?

Mr. SPEAKER: I am sorry I cannot allow it, being too vague.

Maulvi MUHAMMAD ISRAIL: Will the Hon'ble Minister be pleased to state if the distress in Kishoreganj subdivision is such that the amount sanctioned is not quite sufficient for the purpose, and, if so, does the Hon'ble Minister contemplate granting more money for the distress which is still prevailing there?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Yes, Sir. Government are aware that the situation in certain portions of Kishoreganj is very serious, especially in the Bhati areas, and Government have been sanctioning money according to local needs. And, as the supplementary statement that I have just read out shows, Government are going on sanctioning money according to necessity and as they receive requisitions from local officers.

Maulvi MUHAMMAD ISRAIL: Is the Hon'ble Minister aware that besides the Bhati area there are other areas also where the distress is equally as acute as in the Bhati area?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It may be so, but so far as we are aware, the situation in the Bhati area is serious.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether in distributing the grants for test relief works Government actually adopted any scheme of works which were to be performed in the course of granting this relief?

Mr. SPEAKER: That is a question of a general nature, and that question has no bearing to the question of relief and loan to be given to distressed people.

Mr. NIHARENDU DUTTA MAZUMDAR: I want to know the basis on which test relief work is made.

Mr. SPEAKER: *The Hon'ble Minister has said, "According to the need".*

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state the reasons why there is such a disparity between Tangail and Kishoreganj in the grants of test relief, namely, Rs. 2,500 and Rs. 38,000, respectively?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Because there is difference in the situation.

Relief and loan to distressed people of Mymensingh.

***128. Mr. MIRZA ABDUL HAFIZ:** Will the Hon'ble Minister in charge of the Revenue Department be pleased to state separately what sums have been granted for the current year as—

(*a*) agricultural loan;

(*b*) test relief;

(*c*) gratuitous relief; and

(*d*) land improvement loans, for the distressed people of the—

(1) district of Mymensingh,

(2) subdivision of Tangail, and

(3) subdivisions of Jamalpur, Netrokona, Sadar and Kishoreganj of the district of Mymensingh?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The following amounts have been sanctioned for the whole of the distressed areas in Mymensingh district:—

			Rs.
Agricultural loan	...	...	9,25,000
Test relief	...	...	1,55,000
Gratuitous relief	...	...	20,000

Out of the amounts sanctioned by Government, the following amounts have been granted by the Collector for relief in the different subdivisions up to 19th August, 1941:—

Agricultural loan.

	Rs.
Tangail	32,000
Jamalpur	85,000
Netrakona . ..	2,27,000
Sadar	1,42,000
Kishoreganj	2,61,000
Partially excluded areas comprising portions of Jamalpur, Kishoreganj, Sadar and Netrakona subdivisions .	55,000
Total .	8,02,000

Test relief.

Tangail	2,500
Jamalpur . ..	6,000
Netrakona	52,600
Sadar	24,900
Kishoreganj	38,000
Total	1,24,000

Gratuitous relief.

	Rs.
Tangail	200
Jamalpur	500
Netrakona . ..	5,700
Sadar	1,200
Kishoreganj	6,000
Partially excluded areas comprising portions of Jamalpur, Kishoreganj, Sadar and Netrakona subdivisions	300
Total ...	13,900

. No amount has been sanctioned by Government for land improvement loan in Mymensingh district.

Economic distress in Dinajpur.

***129. Babu KHAGENDRA NATH DAS GUPTA:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state—

(*i*) whether it is a fact that economic distress is yet prevailing in the district of Dinajpur;

(*ii*) whether it is a fact that some people in Raiganj, Itahar and Pirganj police-stations took out by force large quantities of stored paddy from the granaries of several villagers in those police-stations;

(*iii*) whether it is a fact that famine conditions are prevailing in some part of the district of Dinajpur; and

(*iv*) whether it is a fact that delay in disposing of agricultural loan petitions is causing hardship to the peasantry?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what steps the Government propose to take in the matter?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Economic distress has been prevailing in some parts of the district, but owing to adequate and timely rainfall in August, the situation is improving.

(*ii*) and (*iii*) No.

(*iv*) Loans are advanced after making necessary enquiries, and there has been no undue delay.

(*b*) Up to 22nd August, 1941, Rs.2,75,000 has been sanctioned as agricultural loans, and most of it has already been distributed.

Mr. NISHITHA NATH KUNDU: With reference to answer (*b*), will the Hon'ble Minister kindly tell us the exact amount which has been distributed up to 22nd August?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice.

Mr. NISHITHA NATH KUNDU: With reference to answer (*a*) (*iv*), will the Hon'ble Minister be pleased to state what time they took to make enquiries?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: We tried to ascertain information as quickly as we could.

Mr. NISHITHA NATH KUNDU: Is he aware of the fact that they took more than a month and sometimes two to three months in disposing of loan petitions and in granting loans to the petitioners?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I do not think so. There may be one or two such unfortunate cases, but generally we tried to dispose of the loan petitions as early as possible.

Mr. NISHITHA NATH KUNDU: With reference to answer (*a*) (*ii*) and (*iii*), will the Hon'ble Minister kindly look into the question that he has replied to and say if he still sticks to the answer "No", in reply to question (*a*) (*ii*)?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Yes.

Babu PREMHARI BARMA: Will the Hon'ble Minister be pleased to enquire whether there actually has been such forcible taking away of paddy from some of the granaries of villagers in the thanas Itahar, Raiganj and Pirganj?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I have already given the reply. If the honourable member can give specific instances, Government will be prepared to enquire into them.

Babu SHYAMA PROSAD BARMAN: With reference to answer (*a*) (*ii*) and (*iii*), is the Hon'ble Minister aware that penal prosecutions have been started against some persons for forcibly taking away paddy under Raiganj, Itahar, and Pirganj police-stations?

Mr. SPEAKER: That is for the Police Department to answer, and the Revenue Minister cannot be expected to answer that.

Mr. ATUL KRISHNA GHOSE: On a point of information, Sir. May we put one question with regard to the statement supplied by Government? If you declare questions to be over, then it will be very difficult for us to ask any question.

Mr. SPEAKER: I will come to that later on after finishing all the numbered questions.

Damage to crops due to flood in Tippera.

***130. Mr. MAQBUL HOSSAIN:** (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware that due to incessant and heavy rainfall the entire Kasba police-station in the district of Tippera, was over-flooded?

(*b*) If so, will the Hon'ble Minister be pleased to lay on the Table a statement showing—

(*i*) the affected area in square miles;

(*ii*) the area of standing jute and paddy crops affected; and

(*iii*) the value of crops damaged?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) Only a part of the area was affected.

(*b*) (*i*) About 60 square miles.

(*ii*) About 40 square miles.

(*iii*) It has not been possible to estimate the cash value of the crops damaged.

Damage by flood and storm in Tippera.

***131. Mr. MAQBUL HOSSAIN:** Will the Hon'ble Minister in charge of the Revenue Department be pleased to lay on the Table a statement showing with respect to the Tippera district—

(*i*) the area affected—

(1) by the recent flood caused by the breaches of the Gumti river embankment, and

(2) by storm;

(*ii*) the area of agricultural lands so affected;

(*iii*) the area of land affected with standing jute and paddy crop;

(*iv*) the number of huts affected by the storm; and

(*v*) the total estimated value of—

(1) crops, and

(2) huts,

damaged or destroyed?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: A statement is laid on the Table.

Statement referred to in reply to starred question No. 131.

The area affected.		The area of agricultural lands so affected.	The area of land affected with standing jute and paddy crop.	The number of huts affected by the storm.	Total estimated value of—	
By the recent flood caused by the breaches of the Gumti river embankment.	By storm.				Crops damaged or destroyed.	Huts damaged or destroyed.
About 100 square miles.	The storm passed over an area of 400 square miles. It damaged huts and trees in the southern part of the district.	About 80 square miles by the flood No damage to the crops was done by the storm.	About 50 square miles.	About 10 per cent	It has not been possible to estimate the cash value of the loss.	

Agricultural loan and gratuitous relief in some subdivisions of Chittagong.

*132. **Khan Bahadur MD. ANWARUL AZIM:** Will the Hon'ble Minister in charge of the Revenue Department be pleased to state the amount that has been given to the flood-affected area of—

(*a*) Chittagong Sadar (B); and

(*b*) Cox's Bazar subdivisions by way of—

(1) gratuitous relief; and

(2) agricultural loans?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) Sadar (B) subdivision—

		Rs.
Gratuitous relief	...	Nil
Agricultural loan	...	50,000

(*b*) Cox's Bazar subdivision—

Gratuitous relief	...	Nil
Agricultural loan	...	20,000
Short-term agricultural loan	...	5,000

Economic distress in Chandpur, Tippera.

*133. **Mr. JONAB ALI MAJUMDAR:** (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware—

(*i*) that acute economic distress prevails within the Hajiganj police-station in the subdivision of Chandpur (Tippera), owing to the damage of jute, paddy and other crops done by the recent flood;

(*ii*) that the last *aman* paddy crop had also been damaged by a kind of insects in some of the unions of the said thana in December last;

(*iii*) that the damages of last *aman* and *aus* paddy and other important crops have made the condition of the cultivators and day labourers of the locality miserable; and

(*iv*) that there have been several cases of starvation in the affected area?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) what amount has already been sanctioned for distribution in each union of the Hajiganj thana as—

(1) agricultural loans, and

(2) gratuitous relief,

up to 30th June, 1941; and

(*ii*) how much more money the Government propose to sanction for each union till the next harvest time?

(*c*) Are the Government considering the desirability of declaring famine in the affected locality of the Hajiganj thana?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Yes. There is some distress.

(*ii*) About one-eighth of the *aman* paddy crop of the last season was damaged by insect pest in several villages in Kalachow Union of Hajiganj police-station.

(*iii*) Some hardship has been caused to the cultivators and day labourers.

(*iv*) Government have no such information.

(*b*) (*i*) and (*ii*) Government have not sanctioned funds, union by union. Up to 30th June, 1941, Government have sanctioned a sum of Rs.3,75,000 for agricultural loans, Rs.11,250 for gratuitous relief and Rs.25,000 for paddy husking for distribution in all the affected areas in the Tippera district.

The following further amounts have been sanctioned after 30th June, 1941:—

		Rs.
Agricultural loans	...	2,00,000
Gratuitous relief	...	1,00,000
Paddy husking	...	1,00,000

More funds will be sanctioned for relief if and when necessary.

(*c*) No.

Distribution of agricultural loan at Kasba, Tippera.

*134. **Mr. MAQBUL HOSSAIN:** (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware—

(*i*) that on the 26th April, 1941, a storm passed over the Kasba police-station in the district of Tippera; and

(*ii*) that it caused damage to huts and standing crops?

(*b*) Is it a fact that some agricultural loan was sanctioned for the distressed people of the locality?

(*c*) If so, will the Hon'ble Minister be pleased to state whether the sanctioned amount has been distributed?

(*d*) If the answer to (*c*) is in the negative, will the Hon'ble Minister be pleased to state the reason therefor?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) and (*b*) Yes.

(*c*) and (*d*) A part of the amount allotted for the distressed areas within this police-station has already been distributed, and the distribution is proceeding with as much expedition as possible.

Mr. SHAHEDALI: In answer to questions (*c*) and (*d*) the Hon'ble Minister has stated, "A part of the amount allotted for the distressed areas within this police-station has already been distributed, and the distribution is proceeding with as much expedition as possible". Will he be pleased to state whether the first distribution commenced towards the close of the month of July?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether he wants us to understand that cultivation and sowing are still continuing in that affected area?

Mr. SPEAKER: How does it arise?

Mr. SURENDRA NATH BISWAS: The Hon'ble Minister says that agricultural loan is being distributed.

Mr. SPEAKER: That does not necessarily mean that cultivation is going on.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state for what purposes the agricultural loan is being distributed?

Mr. SPEAKER: I am sorry, it is too late in the day to ask the purpose of agricultural loan.

Grant of relief to certain thanas of Jamalpur subdivision, Mymensingh.

*135. **Mr. FAZLUR RAHMAN:** (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware—

(*i*) that all the crops (jute, *boro*, *aus* and *aman* paddy and other crops) of Nalitabari, Nakhla, and Sherpur police-stations of Jamalpur subdivision, Mymensingh, have been totally damaged by the untimely and excessive flood this year;

(*ii*) that no crop will be available in the said area before next year's *boro* crop;

(*iii*) that the condition of jute plants are not satisfactory; and

(*iv*) that day labourers are out of employment?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state whether he proposes to give any relief to the people of the said area in the shape of—

(1) agricultural loan;

(2) gratuitous relief; and

(3) test relief work?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Due to excessive rainfall early this season *boro* paddy was damaged to the extent of half in Nakhla police-station and almost entirely in Sherpur and Nalitabari police-stations. At the highest estimate, however, *boro* paddy constituted only 5 per cent. of the total crops of these places.

Jute grown in the restricted area was damaged to the extent of 40 per cent.

Aus was damaged to the extent of 50 per cent. only in two unions of Nakhla police-station but at other places it yielded a very satisfactory harvest.

Broadcast *aman* was partially damaged in some places of the Nakhla police-station, but the same was re-grown in time and its prospect as well as the prospect of transplanted *aman* of all the places are fair.

(*ii*) *Aus* will be available at most places and *aman* everywhere.

(*iii*) No. The outturn is likely to be roughly 60 per cent. of the normal.

(*iv*) No. They are getting employment in the harvesting of *aus* and jute and in transplantation at present.

(*b*) (1) Rs.9,000 has been advanced as agricultural loans to the distressed agriculturists in the Nakhla police-station and Rs.28,000 to those in the Sherpur and Nalitabari police-stations. Further loans will be advanced as and when necessary.

(2) Gratuitous relief was also given in suitable cases, and further relief will be given as and when necessary.

(3) Test relief works were also started to provide employment to the distressed people, and they were kept open as long as labourers came to work. The works will again be started as and when necessary.

Economic distress in Kishoreganj.

*136 **Khan Sahib HAMIDUDDIN AHMED:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state whether it is a fact that due to early flood this year acute economic distress is prevailing in Kishoreganj subdivision specially in the low-lying area?

(*b*) If so, will the Hon'ble Minister be pleased to state what steps have the Government taken or propose to take to give relief to the—

(1) agriculturists for their maintenance till the next harvest time and for agricultural purposes in the next season;

(2) landless agricultural day labourers; and

(3) middle class people?

(*c*) Will the Hon'ble Minister be pleased to state the amount spent up to 31st July on the items mentioned in (*b*)?

(*d*) Do the Government contemplate to continue the relief work till the next harvest season?

(*e*) Is the Hon'ble Minister aware that the maximum agricultural loan given to an individual is not adequate?

(*f*) Have the Government issued any instruction to the officer in charge of the relief work to prepare a list of needy and deserving agriculturists showing the minimum amount that they may require for their—

(1) maintenance; and

(2) agricultural purpose?

(*g*) If not, do the Government propose to do so?

(*h*) What amount of gratuitous relief has been given to the distressed people of the affected area?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) Distress prevails in the low-lying areas of the subdivision.

(*b*) (1) Agricultural loans and gratuitous relief are being given and test relief works have been organised.

(2) Test works have been organised. Where test relief is not possible, deserving landless agricultural labourers are being given paddy doles. They are also being given agricultural loans on the joint security of persons who have lands.

(3) Middle class people who are generally people possessing lands are being given agricultural loans in deserving cases.

(*c*) Rs.1,22,595.

Separate figures for the different classes of people are not available now.

(*d*) Yes, in cases where necessary.

(*e*) No.

(*f*) and (*g*) Lists of persons requiring relief for maintenance and agricultural purposes are prepared under the standing instructions.

(*h*) Rs.14,000 approximately up to 27th August, 1941.

Maulvi MUHAMMAD ISRAIL: With regard to answer (*b*), will the Hon'ble Minister be pleased to state what is the minimum amount distributed as gratuitous relief and the method of distribution?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, about the minimum amount, I ask for notice. About the method, we are following the list prepared by the Union Committees or the Village Committees.

Mr. SURENDRA NATH BISWAS: With reference to answer (*b*) (*3*), will the Hon'ble Minister be pleased to state whether any relief has been given to deserving middle-class people who have got no lands?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Those people who have got no lands are generally landless labourers and test relief works have been opened for them.

Mr. SURENDRA NATH BISWAS: My question was whether any relief has been given to deserving middle-class people who have got no lands. The Hon'ble Minister's reply is "Middle-class people who are generally people possessing lands are being given agricultural loans in deserving cases."

The Hon'ble Sir BIJOY PRASAD SINGH ROY: We have no scheme for relief of middle-class people in the same sense as we have in Noakhali and Bakarganj.

Mr. SPEAKER: Question time over. The rest of the questions will be taken up to-morrow.

Mr. ATUL KRISHNA GHOSE: May I ask a few questions with regard to the statement?

Mr. SPEAKER: No.

Mr. ATUL KRISHNA GHOSE: Sir, it is with regard to the statement. If questions are not allowed on the statement then what was the necessity of issuing a statement?

Mr. SPEAKER: Now I have seen the statement. You can ask questions on matters which have not been dealt with in the supplementary questions already put.

Mr. ATUL KRISHNA GHOSE: I hope you will allow me to put questions on this statement to-morrow.

Mr. SPEAKER: All right, if any arises.

We will now take up Secondary Education Bill.

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Clause 2.

Mr. ISWAR DAS JALAN: Sir, I beg to move that in clause 2 (*6*) for the word "Madrassah" in line 1, the words "recognised institution" and for the words "the Madrassah" in line 2, the words "such institution" be substituted.

Sir, in moving this amendment I am drawing the attention of the Hon'ble the Minister for Education to the fact that we have our amendments by which we wish to include not only the general education, but also technical, industrial, agricultural, commercial, and other kinds of education and it might be that the principles of those institutions might have also to be referred to, and, therefore, instead of confining this definition to the word "Madrassah", my amendment is that for the word "Madrassah" the words "recognised institution" should be substituted.

Srijut NARENDRA NATH DAS GUPTA: Mr. Jalan যে amendment এনেছেন তার সমর্থন করে দুটি কথা বলতে চাই। প্রথমতঃ কথা হচ্ছে মাদ্রাসার সঙ্গে recognised institution যোগ করে দিতে চাই কেন? যেমন মাদ্রাসা শিক্ষার সম্বন্ধে মুসলমানদের আগ্রহ ও শ্রদ্ধা আছে ঠিক হিন্দুদেরও তেমনি টোল এবং জাতীয় শিক্ষার জন্য আগ্রহ থাকা স্বাভাবিক একথা সকলেই স্বীকার করবেন। অথচ এই বিলের মধ্যে টোলের কোন উল্লেখ নাই। টোলগুলি যাতে মাদ্রাসার সঙ্গে সমান মর্য্যাদা পেয়ে এবং Secondary Education Boardএ তাদের ন্যায্য অংশ গ্রহণ করতে পারে সেইজন্য আমরা এই প্রস্তাব দিয়েছি। আমার মনে হয় এমন সাদাসিদে কথাটা আমাদের Coalition Partyর মেম্বরবা অগ্রাহ্য করতে পারবেন না। তবে তাঁরা পূর্ব্বাপর যে প্রকার মনোভাব দেখিয়েছেন তাতে বিশেষ ভরসার কথা নেই। ফজলুল হক সাহেব শিক্ষা মন্ত্রী হিসাবে যখন এই বিলটি প্রস্তাব করলেন তখন আশ্বাস দিয়েছিলেন তোমরা তেঁতুল গাছের ভূত দেখে ভয় পেওনা। তেঁতুল গাছে ভূত আছে কি না জানি না কিন্তু আমরা দেখছি সেই ভূত Assemblyর মধ্যে ঢুকে পড়েছে। ভূতের উপদ্রব এত বেশী হয়েছে যে স্বয়ং ভূতনায়ক অসহায়ভাবে দৃষ্টি নিক্ষেপ করছেন কি করে কি ভাবে আত্মরক্ষা করবেন। জানি না এই amendment এর মধ্যে সেই ভূতের দৌরাত্ম এসে উপস্থিত হবে কি না। দুঃখের সহিত স্বীকার করতে হবে মুসলমানরা মাদ্রাসার জন্য যে প্রকার দাবী উপস্থিত করেছেন হিন্দুরা টোল সম্বন্ধে ব্যাপকভাবে সেরূপ কোন দাবী উপস্থিত করে নাই। কিন্তু সেইজন্যই যে কোন জাতি বা সম্প্রদায়ের ন্যায্য দাবী, পূর্ব্বে উপস্থিত করা হয়নি বলে অগ্রাহ্য হবে তা কখনই হতে পারে না। সেইজন্য এই amendment আমরা উপস্থাপিত করেছি। মাদ্রাসাগুলির ভিতর দিয়ে যেরূপ ঐস্লামিক শিক্ষা ও সংস্কৃতি গড়ে উঠছে তেমনি টোলগুলির মধ্য দিয়েও হিন্দুদের শিক্ষা ও সংস্কৃতি ধারা ফল্গু নদীর মত ক্ষীণ ভাবে প্রবাহিত হচ্ছে। এই সংস্কৃতি ও শিক্ষাকে পুনর্জীবিত করে নূতনভাবে শক্তিমান করে গড়ে তোলার আকাঙ্খা হিন্দুদের মধ্যে নূতনভাবে আত্মপ্রকাশ করেছে। আশা করি এই সব কথা চিন্তা করে এই amendmentটি আপনারা গ্রহণ করবেন। Electionএর ব্যাপারে গভর্ণমেণ্ট টোলগুলিকে তুল্যরূপ বিবেচনা করে থাকেন, এবং তাদের যোগ্যতা স্বীকার করে থাকেন। জানি না কোন যুক্তি বলে মাধ্যমিক শিক্ষাবোর্ড নিয়ন্ত্রণ ব্যাপারে এই টোলগুলিকে তাদের ন্যায্য স্থান থেকে বঞ্চিত করা হবে। মুসলমানদের শিক্ষা ও সংস্কৃতির জন্য এই মাদ্রাসাগুলি তাদের যথাযোগ্য স্থান গ্রহণ করবে তাতে আমাদের বিন্দুমাত্র আপত্তি নেই। তেমনিভাবে হিন্দুদের শিক্ষা ও সংস্কৃতির দাবীকে মেনে নিতে হবে। অতএব আমি আশা করি এই যে সংশোধনী প্রস্তাব Mr. Jalan উপস্থিত করেছেন তা আমার Coalition বন্ধুগণ মেনে নেবেন। আমার কবি বন্ধুবর বলেছেন "আমারা আজ সুযোগ পেয়েছি হিন্দুদের টুঁটি টিপে ধরে সব আদায় করতে হবে"। কিন্তু এই ব্যাপারে হিন্দুদের টুঁটি টিপে আদায় করবার বিশেষ কিছু নেই। মুসলমানরা তাদের শিক্ষায় গড়ে উঠুন তাতে আপত্তি প্রকাশ করতে চাচ্ছি না। মাত্র চাচ্ছি হিন্দুরাও তাদের শিক্ষায় ও সংস্কৃতিতে গড়ে উঠুক।

আশা করি হিন্দুদের এই অধিকারটুকু আপনারা স্বীকার করে নেবেন। আমি বলছি একথা মুসলমানরা শত চেষ্টা করলেও বাংলা থেকে হিন্দুর সংস্কৃতি ও শিক্ষা মুছে যাবে না। হিন্দু মরে যাবে আর বাংলায় মুসলমান রাজত্ব প্রতিষ্ঠিত হবে এ স্বপ্ন হতে পারে কিন্তু এটা সম্ভব হবে না। আজ যে ভূতের উপদ্রব, তাকে দূর করবার জন্য সরিষার বন্দোবস্ত করা হয়েছে। যদি সেই সরিষা মন্ত্রপূতঃ করে ছেড়ে দেওয়া যায় তা'হলে ভূতের উপদ্রব শুধু যে Assembly থেকে দূর হবে তা নয়, সমস্ত বাংলা থেকে দূর হবে।

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, whether the Principals of Madrasahs should be given representation on the Board or not is a question of policy which will be discussed in clause 4 of the Bill, but so long as there is provision for the representation of these madrasahs the definition of the word "Principal" is necessary. There are over 700 madrasahs in the province and the heads of these madrasahs are not always called "Principals". The object of this definition is that whatever may be the denomination of the head of the institution he will be entitled to be a voter and will be counted as "Principal" for the purpose of vote. The House will find in sub-clause (*16*) of clause 4 that two seats have been given to madrasahs. The heads of madrasahs will form an electoral roll and the head of any madrasah, be he described as "Principal" or not, will be a voter. That is the reason behind this definition. I submit that there is no point in the amendment that has been moved, and, therefore, I oppose the amendment.

Dr. SYAMAPRASAD MOOKERJEE: Sir, the acceptance of this amendment will not rule out the possibility of madrasahs being included in clause 4. All that is said here is that the head of any recognised institution, whether a madrasah, or a technical school, or a secondary school, whatever the policy of the Government may be, will be called the head of such respective institution. So really the acceptance of this amendment does not rule out any class of madrasahs or schools either. From that point of view the amendment may be easily accepted.

The Hon'ble Mr. A. K. FAZLUL HUQ: So far as the suggestion made by Dr. Mookerjee is concerned, I find that the matter requires special consideration. I should like to have a minute's time because I want to proceed in a spirit of compromise. I am not opposing it if I can accept it.

Mr. SPEAKER: In view of the Hon'ble Chief Minister's statement may I just speak a word. There has been a further request to me from certain sections of the House again to-day as to whether I should not consider the desirability of postponing the definition clause

and the constitution clause for the time being. It is sometimes the practice in parliamentary legislation to take up definition last of all, because that really represents the essence of what we want in the scope of the Bill. I find there have been discussions going on in certain quarters about a compromise whatever that may be, and I would suggest to the House particularly to the Leader of the House and the leaders of the Congress Group, Mr. Bose and Mr. Roy, to consider whether it would not be desirable if this question is taken out for the time being, because it is so integrally connected with certain mechanisms in the Bill. If we want to finish it now, it will be very difficult. At the same time the parliamentary practice also is that definition may be taken last of all. So I think if we can postpone the constitution of the Council and the constitution of the Board as well as the definition clause till the last, that would be creating a good atmosphere as a result of which ultimately something may be done.

Mr. KIRAN SANKAR ROY: Sir, I think the definition part is very important. That covers the whole application of the Bill. Unless we know what the definition will be, it is impossible for us to consider the other clauses, and, therefore, I suggest that the definition clause should be taken up first.

Mr. A. F. STARK: We agree with you, Sir, that if we consider the set of definitions at this stage it may cause some controversy and therefore the definition clause should be taken up last of all in accordance with the parliamentary practice, as you have said.

Mr. SPEAKER: In fact, in some cases in Parliament the definitions are taken last of all, as——

Rai HARENDRA NATH CHAUDHURI: But here the definition is so important a thing that if it changes, the whole application and character of the Bill go, because these depend upon the composition of the Board and the Committee and everything. It is just for that reason that we cannot afford to postpone the consideration of the definition clause.

Dr. SYAMAPRASAD MOOKERJEE: There is a good deal of point in what you have said, Sir. The only difficulty I see is that there is one definition clause with regard to the definition of secondary education. That is not a formal matter. So far as formal matters are concerned, they may stand over. But so far as the definition of secondary education is concerned, unless all sections of the House know what exactly is the matter which comes under the purview of the Board it is impossible for us to follow the different provisions in the Bill whatever they may be, whether secondary education includes madrasahs,

technical schools, tols, etc. That is one important matter on which there should be some agreement. In fact, there has been some agreement acceptable to the Opposition and to the Government as well in this matter. I do not know if it is the wish of the Government to bring in an agreed clause. If that is done, that will simplify matters.

Dr. NALINAKSHA SANYAL: On a point of order, Sir. You have spoken of the parliamentary practice. I fail to understand the implication thereof. As a matter of fact, a Bill starts with a particular kind of legislation. It is always the practice in a Bill to define what the Bill seeks to provide. In fact, in our own House this question was finally disposed of in connection with the Money-lenders Bill where you decided that the definition should be first taken up, for otherwise the subsequent sections would be meaningless. In view of that it is fair that we should know what we are legislating upon.

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: Sir, I think Dr. Sanyal has said that the definition of something which has not yet taken any shape should be established. On the contrary, the Hon'ble Speaker has said that the parliamentary practice is different, and in the Upper House when I piloted the Money-lenders Bill I put up the definition last of all because I knew that unless the people knew what the provisions of the Bill would be, to define some word which could not exist at all in future would be useless. I knew that in one case a certain word appeared in the definition clause which was passed by the Lower House. Then when the language was amended in the Upper House it was found that that word never appeared in the text of the Bill.

Mr. SANTOSH KUMAR BASU: What is that word?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: I do not remember it now. First of all, decide the skeleton of the Bill and when you have done that, then you can define the words and what you mean by the words. But before it has been decided why oppose for the sake of opposition the salutary ideas that you should first have a skeleton of the Bill accepted by the House and then the definitions and afterwards say that the——(Mr. JOGESH CHANDRA GUPTA: Kindly explain it more fully.) My position is this that in such a matter if controversy can be at least delayed for some time, it will be much better. If there is any controversy, let the controversy be on main items. But I know Dr. Mookerjee has just now said that what secondary education means is also included in the definitions and so the definitions should be taken up first. There is a great deal of force in what he has said. I do not know what the Chief Minister will do. If that is finished first, then the rest may wait.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, with reference to the point raised by Dr. Syamaprasad Mookerjee I have got a very simple reply. The House will find that in sub-clause (*16*) of clause 4 the right has been given to the Principals of madrassahs to send two representatives. If that clause remains in the Bill, the word "Principal" has got to be defind because the heads of madrassahs are not always known as Principals. They may be known by other appellations. Therefore, in order to give the heads of all the madrassahs the right to vote, we have got to define that by the word "Principal" we mean not merely those who are stewards but also every head of a madrassah.

Now, Sir, as regards the amendment before us the proposal is to omit the definition of the Principal of a madrassah and substitute in its place the Principal of a recognised institution. Now, all the madrassahs are not recognised institutions for the purpose of the provisions of this Act. Therefore, if you do not define the word "Principal" in the way in which we have done it, a large number of madrassahs will be disenfranchised.

Sir, I may point out to the House that although we are now defining only the heads of madrassahs by calling them all Principals for the purpose of election, it does not rule out for the purpose of representation institutions other than madrassahs. Therefore, the apprehension expressed by my friend Dr. Syamaprasad Mookerjee is not well-founded. Therefore, Sir, had this amendment been as innocent as it looks, I would have accepted it, but as it now stands, I am constrained to oppose it for the reasons I have given.

The motion of Mr. I. D. Jalan that in clause 2 (*6*) for the word "Madrassah" in line 1, the words "recognised institution" and for the words "the Madrassah" in line 2, the words "such institution" be substituted, was then put and a division called.

(After the division bell stopped ringing.)

Mr. SPEAKER: I may just mention that immediately after this there will be prayer interval. I will announce the division result after the interval and will adjourn the House for about 20 minutes after the the division is closed.

(At this stage the House was adjourned for 20 minutes.)

(After adjournment.)

Mr. Speaker then declared the result of the division.

The folowing is the result of the division of the motion of Mr. Iswar Das Jalan that in clause 2 (*6*) for the word "Madrassah" in line 1, the

words "recognised institution" and for the words "the Madrassah", in line 2, the words "such institution" be substituted.—

AYES—47.

Acharyya Choudhury, Maharaja Sashi Kanta, of Muktagacha, Mymensingh.
Banerjee, Mr. Pramatha Nath.
Banerjee, Mr. Sibnath
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Barma, Babu Prombari.
Barman, Babu Shyama Prosad.
Basu, Mr. Santosh Kumar.
Biswas, Babu Lakshmi Narayan.
Biswas, Mr. Surendra Nath.
Bose, Mr. Sarat Chandra.
Chakrabarty, Mr. Jatindra Nath.
Chakrabarty, Babu Narendra Narayan.
Chaudhuri, Rai Harendra Nath.
Das, Babu Radhanath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Dr. J. M.
Das Gupta, Srijut Narendra Nath
Deloi, Mr. Harendra Nath.
Dutta, Mr. Sukumar.
Dutta Mazumdar, Mr. Niharendu.
Ghose, Mr. Atul Krishna.
Gupta, Mr. Jogesh Chandra.
Gupta, Mr. J. N.
Jalan, Mr. I. D.
Khan, Mr. Debendra Lall.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nishitha Nath.
Lahiri, Babu Ashutosh.
Majumdar, Mrs. Hemaprova.
Mandal, Mr. Amrita Lal.
Mookerjee, Dr. Syamaprasad.
Mukherji, Mr. Dhirendra Narayan.
Mullick, Srijut Ashutosh.
Pramanik, Mr. Tarinicharan.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamalkrishna.
Roy, Mr. Kiran Sankar.
Roy, Mr. Kishori Pati.
Roy, Kshirod Chandra, Rai Bahadur.
Roy, Mr. Manmatha Nath.
Sanyal, Dr. Nalinaksha.
Sanyal, Mr. Sasanka Sekhar.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen-Gupta, Mrs. Nellie.
Sinha, Srijut Manindra Bhusan.

NOES—129.

Abdul Aziz, Maulana Md.
Abdul Hafiz, Mr. Mirza.
Abdul Hafiz, Mr. Mia.
Abdul Hakim, Maulvi (Mymensingh).
Abdul Hakim Vikrampuri, Maulvi Md.
Abdul Hamid, Mr. A. M.
Abdul Hamid Shah, Maulvi.
Abdul Jabbar, Maulvi.
Abdul Kader, Mr. (alias Lal Meah).
Abdul Karim, Mr.
Abdul Latif Biswas, Maulvi.
Abdul Majid, Maulvi (Mymensingh).
Abdul Majid, Mr. Syed (Noakhali).
Abdul Motaleb Malik, Dr.
Abdul Wahab Khan, Mr.
Abdul Wahed, Maulvi.
Abdulla-Al Mahmood, Mr.
Abdur Rahman, Khan Bahadur A. F. M.
Abdur Rashid Mahmood, Mr.
Abdur Raschood, Maulvi Md.
Abdur Rauf, Khan Bahadur Maulvi S. (Howrah).
Abdur Rauf, Khan Bahadur Shah (Rangpur).
Abdur Razzak, Maulvi.
Abdus Shaheed, Maulvi Md.
Abidur Reza Chowdhury, Khan Bahadur Maulvi.
Abul Fazl, Mr. Md.
Abul Hashim, Maulvi.
Abul Hossain Ahmed, Mr.
Ahmed Ali Enayetpuri, Khan Bahadur Maulana.
Ahmed Ali Mridha, Maulvi.
Ahmed Hossain, Mr.
Ahmeddin Ahmed, Khan Bahadur Maulvi.
Aminullah, Khan Sahib Maulvi.
Anwarul Azim, Khan Bahadur Md.
Ashraficli, Mr. M.
Asimuddin Ahmed, Mr.
Aulad Hossain Khan, Khan Bahadur Maulvi.
Azhar Ali, Maulvi.
Badruddoja, Mr. Syed.
Barat Ali, Mr. Md.
Birkmyre, Sir Henry, Bart.
Biswas, Mr. Rasik Lal.
Chippendale, Mr. J. W.
Clark, Mr. I. A.
Das, Mr. Anukul Chandra.
Das, Rai Sahib Kirit Bhusan.
Dass, Babu Debendra Nath.
Edbar, Mr. Upendranath.
Emdadul Haque, Kazi.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh).
Ghasuddin Ahmed, Mr.
Gladding, Mr. D., C.I.E.
Gomes, Mr. R. A.
Gurung, Mr. Damber Singh.
Gyasuddin Ahmed Choudhury, Alhaj.
Hafizuddin Choudhuri, Maulvi.
Hamiduddin Ahmad, Khan Sahib.
Hasan Ali Chowdhury, Mr. Syed.
Hasanuzzaman, Maulvi Md.
Hashem Ali Khan, Khan Bahadur Maulvi.
Hasina Murshed, Mrs. M.B.E.
Hatemally Jamadar, Khan Sahib Maulvi.
Hawkings, Mr R. J.
Haywood, Mr. Rogers.
Henry, Mr. David.
Hodge, Mr. H. R.
Idris Ahmed Mia, Maulvi.

Jalaluddin Ahmad, Khan Bahadur Maulvi.
Jalaluddin Mazhemy, Mr. Syed.
Jazimuddin Ahmed, Khan Sahib Maulvi.
Jonab Ali Majumdar, Maulvi.
Kabiruddin Khan, Khan Bahadur Maulvi.
Kazem Ali Mirza, Sahibzada Kawas Jah Syed.
Kennedy, Mr. I. G.
McGregor, Mr. G.G.
Mafizuddin Choudhury, Maulvi.
Mandal, Mr. Banku Behari.
Mandal, Mr. Jagat Chandra.
Maniruddin Akhand, Maulvi.
Maniruzzaman Islamabadi, Maulana Md.
Maqbul Hosain, Mr.
Masud Ali Khan Panni, Al-Hadj Maulvi.
Morgan, Mr. G., C.I.E.
Mozammel Huq, Maulvi Md.
Muhammad Afzal, Khan Bahadur Maulvi Syed.
Muhammad Ibrahim, Maulvi.
Muhammad Ishaque, Maulvi.
Muhammad Israil, Maulvi.
Muhammad Siddique, Khan Bahadur Dr. Syed.
Muhammad Sulaiman, Khan Bahadur Maulvi.
Mullick, the Hon'ble Mr. Mukunda Behary.
Musharruff Hossain, the Hon'ble Nawab, Khan Bahadur.
Mustagawsai Haque, Mr. Syed.
Mustafa Ali Dewan, Maulvi.
Nasarullah, Nawabzada K.
Nazimuddin, the Hon'ble Khwaja Sir, K.C.I.E.
Norton, Mr. H. R.
Pottinger, Mr. G. U.
Ratnat, the Hon'ble Mr. Prasanna Deb.
Rajiuddin Tarafder, Maulvi.
Rashiduddin Ahmed, Mr.
Ray, Mr. Dhananjoy.
Roy, Mr. Pativram.
Sadaruddin Ahmed, Mr.
Safiruddin Ahmed, Haji.
Sanaullah, Dr.
Sarkar, Babu Madhusudan.
Sirajul Islam, Mr.
Shahabuddin, Mr. Khwaja, C.B.E.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Shamsuddin Ahmed Khondkar, Mr.
Sirdar, Babu Litta Munda.
Spelier, Mr. J. N.
Smith, Mr. H. Brabant.
Stark, Mr. A. F.
Steven, Mr. J. W. R.
Suhrawardy, the Hon'ble Mr. H. S.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Walker, Mr. J. R.
Walker, Mr. W. A. M.
Whitehead, Mr. R. B.
Yousuf, Mirza.
Yusuf Ali Choudhury, Mr.
Zahur Ahmed Choudhury, Maulvi.

The Ayes being 47 and the Noes 129 the motion was lost.

Dr. NALINAKSHA SANYAL: Mr. Speaker, Sir, in this tense atmosphere, atmosphere tense with hopes and expectation, suspicions and distrusts, I have the most pleasant task of moving an amendment which so far as I have been able to discover appears to me to be the only non-contentious amendment throughout the whole measure. I beg to move that in clause 2 (7) after the word "rules" the words "and regulations" be inserted. (Laughter.)

Sir, it has been my unfortunate reputation that whenever I get up I only create some amount of heat and it is also——

Mr. SPEAKER: What about troubles? (Laughter.)

Dr. NALINAKSHA SANYAL: It is also my regret that I have often been misunderstood. Sir, in this motion of mine I have only tried to bring about a consequential change in the definition, inasmuch as in sub-clause (4) there is a provision to add regulations made under this Act and these words were added by the Select Committee. So, in ordinary course the Select Committee ought to have added a definition of regulations also. Now there are two ways of doing it—either to put in a separate heading providing a suitable definition for regulations stating that regulations mean regulations made under this Act or by simply adding "and regulations" after "rules" as I have proposed.

I am entirely at the disposal of Government as to whether Government would like one draft or the other draft. There is of course in this very non-contentious measure a little sting, but that little sting should not make our friends nervous, because even to that extent there has been some amount of agreement. The sting is in the tail. So far as the regulations are concerned, the recommendation of the Sadler Commission was that all regulations of the Board should be framed by the Board and on its own responsibility. Here, however, in the body of the Bill there has been certain contemplation of rules and regulations being subject to the approval of Government, and in some cases this approval has been very meticulously provided for. I am not at this stage going into the procedure we contemplate for having these regulations framed, and all that I now seek to do is to provide for a definition of "regulations" only. But let me tell the House at the same time that it is our desire—and in that respect I hope and trust that the members of the Coalition Party will also agree with us—that the regulations of the Board should be framed by the Board and on its own responsibility, with the least interference by Government. It is not our intention, Sir, that there should be no regulation whatever requiring Government's approval. As we shall proceed with the further stages of the Bill, it will be revealed for which of the regulations we contemplate to retain the right of approval and which should be entirely framed on the responsibility purely of the Board. I should not anticipate things in connection with this Bill, for under the rules of the Assembly I am precluded therefrom. But I am giving a little hint so that my friends in their respective party meetings might examine the proposal. It is our idea that such only of the regulations which shall require special approval of Government will be those regulations that relate to some new policy or some specific departure from the provisions contemplated in the Act. At this stage I should not go further. So far as the rules are concerned, it is our idea that the Board should have complete freedom to frame its own rules, and there should be no interference either of the Government or of any other agency in the framing thereof. Of course, it is also our intention that the rules and regulations, so framed, should be placed before the Legislature at the earliest possible moment. And if you would look at our amendments you will notice that towards the end we have proposed that rules and regulations, as soon as they are framed, should be placed before the Provincial Legislature for such comments as the Legislature may be pleased to make.

Now, Sir, this being the general outline of our scheme for the framing of rules and regulations, it is only fit and proper that we should have a suitable definition for "regulations", and it is only with that end in view that I have proposed this very non-contentious amendment. I trust that at least this amendment will be accepted, and by an agreement even on this point a new era may be ushered in. (Laughter.)

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, the words "rules" and "regulations" both occur in the Bill, and it is necessary that these words should be defined. We have got in the Bill the definition of the word "rules", and what is intended is a definition of the word "regulations" also. I have been advised that the best way to meet this end would be, with a view to removing ambiguities, to leave the definition of "rules" as it has been provided for in the Bill, and add a sub-clause (*6a*) after sub-clause (*6*) of clause 2 to the effect that " 'Regulations' means regulations made under this Act". If this is done, that is to say, if the present amendment is withdrawn and in place of that, with your leave, it is moved that " 'Regulations' means regulations made under this Act", then Government would be pleased to accept such an amendment.

Dr. NALINAKSHA SANYAL: I have no objection to the new amendment being inserted, and I beg leave of the House to withdraw my amendment.

The motion of Dr. Nalinaksha Sanyal that in clause 2 (7) after the word "rules" the words "and regulations" be inserted, was then, by leave of the House, withdrawn.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, I move that after clause 2 (*6*) the following new sub-clause be inserted, namely:—

(*6a*) "Regulation means regulations made under this Act".

The motion was then put and agreed to.

Rai HARENDRA NATH CHAUDHURI: Mr. Speaker, Sir, I beg to move that for clause 2(*9*) including the proviso, the following be substituted, namely:—

"(*9*) 'Secondary Education' means any form of secular education other than primary or post-matriculation education and includes—

(*a*) general education,

(*b*) technical and industrial education,

(*c*) agricultural education,

(*d*) commercial education, and

(*e*) such other form of education as the Board with the approval of Government may determine".

Sir, if you refer to the definition of secondary education, as given in the Bill or even in the Bill as reported on by the Select Committee, you will find that no definition can be so vague as the definition that

has been given in the Bill. In the Bill, "secondary education" has been defined as "education other than primary education or post-matriculation education," and there are two provisos to this sub-clause, namely, (1) the Provincial Government may, by notification, declare any form of education to be, or not to be, secondary education. Now, Sir, if this proviso remains, there can be no necessity at all of defining secondary education. This makes the definition, as given in the Bill, altogether meaningless and nugatory. Then, Sir, the second proviso (2) runs thus: "if any question arises as to whether any form of education is, or is not, secondary education, the matter shall be referred to the Provincial Government whose decision shall be final." That is, even after the constitution of the Board, the Board will not be the authority to determine which form of education is secondary education, and which not; it will be for the Provincial Government to say which form of education is secondary education, and which not. Nothing can be more ridiculous and nothing can be more arbitrary and derogatory to the Board, and it is for that reason also that I have to propose my amendment. If you look to my amendment, you will find that the amendment proposes to define secondary education. In one sense it takes everything into consideration as to what this form of education will include in future, and attempts to define its contents and its denotation. My amendment, first of all, states in clear terms that secondary education in future should be entirely secular education and nothing else. What we are afraid of, Sir, in this modern age is the invasion of scholasticism in the sphere of secondary education. The reform of secondary education in all countries,—in all progressive countries, I mean,—has aimed at one thing—the development of modern education, the development of scientific education, the development of technical and industrial education out of the old scholastic education of theological seminaries. The classical type of education is not the one form of education that is now current in the progressive countries. Besides the classical type, other types have emerged and those types are called practical types or "real" types. Take for instance Germany. How she has developed her secondary education? Her old secondary institutions went by the name of Gymnasia. There they insisted on classical subjects. Stress was laid on classical studies. Then came the real Gymnasia in which stress was less and less laid on classical subjects but more on modern languages and on mathematics and natural science. Then came the Reformed Real Gymnasia where scientific subjects were much more accommodated and classical subjects were reduced to minimum.

Sir, how, again, secondary education has developed and has been reformed in England? On the lines that were laid down in Germany. Classical studies yielded more and more place to scientific and technical instructions and besides general education, secondary education of

practical type or types made their appearance. Recently, Sir, the Board of Education in England appointed a Committee which came to be known after the name of its Chairman as the Hadow Committee. That Committee indicated that the lines of advance in secondary education should be as follows. In their words "It is desirable that education up to 11+ should be known by the general name of primary education and education after eleven by the general name of secondary education and that the schools mentioned above which are concerned with the secondary stage of education should be called by the following designations:—

(*i*) schools of the secondary type most commonly existent to-day which at present pursue in the main a predominantly literary or scientific curriculum to be known as Grammar Schools;

(*ii*) schools of the type of the existing Selective Central Schools which give at least a four years' course from the age of eleven+ to pupils with a 'realistic' or practical trend in the last two years to be known as Modern Schools;

(*iii*) schools of the type of the present Non-selective Central Schools with a curriculum on the same general lines as in the second and with due provision for differentiation between pupils of different capacities also to be known as Modern Schools; and

(*iv*) departments or classes within public elementary schools providing post-primary education for children, etc., etc., to be known as 'senior classes' ".

Now, Sir, their recommendation as to the curricula and studies was to this effect:

"We must however add that the attainment of a reasonable standard of practical skill is in itself an object of importance in a modern school, particularly if it leads to mastery of one or more of the simple arts and crafts whose educational value we emphasise elsewhere."

Again, their Report says, "It should be possible in the case of certain suitable industries, such as agriculture, mining, the textile trades and transport, to give the children some knowledge of these industries and of their significance in the national life." But at the same time they say that "Modern schools should as a rule give a practical bias to the curricula in the third and fourth year of the course. This bias should be introduced only after careful consideration of the local economic condition and upon the advice of persons concerned with local industries. It should not be of so marked a character as to prejudice the general education of the pupils.

Adequate provision should be made for the needs of such pupils as may gain greater advantage by following a more general course of study."

Such are the lines that *have been adopted for the reform of secondary education in progressive countries.* But here we see that the word "secular" has been most deliberately omitted, omitted just to make room for those scholastic studies that are provided in special institutions, such as the madrassahs.

Sir, the other day I quoted before the House the recommendation of the Madrassah Education Committee. That was a committee appointed by this Government. The committee was definitely of opinion that the madrassahs should not come under the Secondary Education Board. Flouting the honest opinion of that committee appointed by the Government—opinion given on particular consideration of the requirements of madrassah education,—the Government is now pursuing altogether a different way through political motive and ideas and is determined to bring the madrassahs under the Secondary Board of Education.

It is to prevent such motive and ideas ruling the enactment of the present measure that we propose that in future the secondary education that the Board will control should be entirely of secular type.

Then, Sir, we propose that future secondary education should not be only or wholly of literary type, should not be predominantly of a literary character and while it should include general education should also include technical and industrial education, agricultural education, commercial education and such other forms of education as the Board with the approval of Government may determine. In other word it should be of a varied character.

Now, Sir, what is the present physiognomy, the principal feature, of secondary education in Bengal? The prevalent character of secondary education as it obtains in Bengal now has been described by Mr. Sargent in his "Review of the progress of education in India" during the years 1932 and 1937 thus:—

"In Bengal except for a few schools which owe their existence to public enthusiasm no special attempt has been made to arouse in the boys in secondary schools any sense of industrial, commercial or agricultural enterprise. There is little provision in the schools generally for developing manual dexterity or powers of observation or mental skill. In 1937, however, a scheme of agricultural education in non-Government secondary schools was sanctioned and agriculture is now taught in accordance with the syllabus prescribed by the department. It is reported that the schools in which the scheme has been introduced are working fairly well but there is undoubtedly much room for improvement."

To tell the truth, Sir, there are only a handful of agricultural schools or even agricultural classes in general schools in this province. It is just for that reason, Sir, that we propose that these special types of secondary education should not be lost sight of in reforming secondary education in Bengal, at least in a Bill that proposes to reform and develop secondary education in Bengal.

Sir, you cannot develop secondary education in Bengal by merely introducing the word "development" in the Bill. You have got to provide for it; you have got to place the vital idea before the Board; you have got to lay down your ideal in the Bill itself, and, Sir, just to indicate the ideal towards which our reform of secondary education should move and evolve that we are going to move this amendment.

Sir, the authority of the Sadler Commission was invoked in introducing this Bill and is always invoked when it suits the purpose of the Government; but, Sir, if really the Government had any regard for the recommendations of the Sadler Commission, then they should not have forgotten to indicate the main principle of reform to which the Sadler Commission directed the attention of the authorities. Sir, you will find in Chapter XXXI of the Report of the Sadler Commission the following statement:—

"The systematic reorganisation and improvement of higher secondary education in Bengal entails a central authority which would need to have under its superintendence secondary and higher secondary education, a part of technical education, all the middle and upper grades of continuation classes, some part of the preliminary training for certain professions and the work of many institutions giving professional preparation for teachers, etc."

We, therefore, Sir, consider it desirable that we should not lose sight of the ideals towards which the reform of secondary education should be directed and, Sir, just to make that clear we propose this amendment. In the first place, we propose that the future secondary education should be entirely secular in character; no invasion or eruption of scholasticism should be permitted either in the shape of madrassah or otherwise. Secondly, we propose—(A VOICE FROM THE COALITION BENCHES: Do you take your stand on that?) Yes, we take our stand on that so far as exclusion of madrassahs from the purview of the Secondary Board is concerned. We know you of the Coalition Party are going to set back the hands of the clock; we know that you are going against the recommendations even of your own Committee, the Madrassah Education Committee in this matter. You set up that Committee and you are now going to tear up the recommendations of that Committee.

Then, Sir, we propose that the future secondary education should not be of limited scope and carried only on general lines, but should also be on specialised lines so that a variety of aptitudes among the students may find full scope for development.

With these words, I beg to move my amendment.

Mr. ATUL CHANDRA SEN: Sir, I beg to accord my whole-hearted support to the motion placed in this House by my honourable friend Rai Harendra Nath Chaudhuri. In the "Hindusthan Standard" of yesterday I read an article on secondary education by Sir Jadu Nath Sarker, that erudite scholar, eminent educationist, and ex-Vice-Chancellor of the Calcutta University. Among other things Sir Jadu Nath writes "secondary education, as understood in civilised countries, is an essentially modern and secular instrument of public uplift inspired by the progressive spirit of science—science which has exorcised from the modern mind many 'a devil of the tamarind tree' which is a figment of mediæval imagination——

Mr. SPEAKER: I find the expression is going to be classic.

Mr. ATUL CHANDRA SEN: Yes, Sir, it deserves to be so. I say that the progressive countries of the world to-day have no fancy for what goes by the name of religious education. To me, Sir, that seems to be a very correct attitude so far as secondary education is concerned. Like an ultra-modernist I would not say that religious education has no place in human life, but public instruction is hardly the instrument for that. Those who really feel the need of a course of religious training for their children must look for it elsewhere beyond the modern class room. Any attempt to couple the religious and secular sides of education within the precincts of the class room is bound to be disastrous for both. The curious amalgam, namely, religio-secular education of the class room will neither lead to the quickening of the spirit which is the essence of religion nor to the emancipation of the intellect which is the essence of general modern education, but will, on the contrary, retard the development of both. It will teach religiosity which we are in abundance to-day, but not religiousness. It will allow only a stunted growth to the human mind. In this connection, Sir, I would sound a note of warning to those of my friends who are votaries of modern "madrassah" education. To them I would say "beware, you are digging your own grave. The blunder that your forbears committed a hundred years ago by keeping sullenly away from western culture, you are committing again to-day in a limited form. (Mr. ABUL HASHIM: They had no regard for western education.) Yes, I know that even to-day you have no regard for it. You are going a hundred years back. As a citizen of this land

I think it to be my duty to tell you, and it concerns us very much, that you by your obstinacy, encouraging your people to live in the mediæval age with the stunted mind, are producing a humanity that is bound to be a clog in the wheel of national progress." Sir, as I have said, we on this side of the House are definitely opposed to the inclusion of any religious training into the system of secondary education. We have, therefore, proposed in the amendment that secondary education must be purely a form of secular education. We have further laid it down that secular education must include general education, technical and industrial education, agricultural education and commercial education. In other words, we have subdivided secular education into general education and vocational education. Now, this general education is a very big subject. It is not merely the teaching of a few languages, a little history, a little geography, and a little mathematics, and all that. It is much more than that. This is how the Sadler Commission Report characterises it. Speaking about the students in this province in the secondary stage the Report says among other things: "Their bodies should be developed and trained by systematic and vigorous exercise. Their eyes should be trained to see, their ears to hear, with quick and sure discrimination. Their sense of beauty should be awakened, and they should be taught to express it by music and by movement, and through line and colour. Their hands should be trained to skilful use. Their will should be kindled by an ideal and hardened by a discipline enjoining self-control. They should learn to express themselves accurately and simply in their mother tongue and, in India, in English also. Through mathematics, they should learn the relations of forms and of numbers. Through history and literature they should learn something of the records of the past; what the human race (and not least their fellow-countrymen) have achieved; and how the great poets and sages have interpreted the experience of life. Their education should further demand from them some study of nature and should set them in the way of realising both the amount and the quality of evidence which a valid induction requires. Besides this it should open windows in their mind, so that they may see wide perspectives of history and of human thought. But it should also, by the enforcement of accuracy and steady work, teach them by what toil and patience men have to make their way along the road to truth. Above all, the education should endeavour to give them, by such methods and influences as it is free to use, a sure hold upon the principles of right and wrong and should teach them to apply those principles in their conduct. Thus its chief work is to enlighten and practise the conscience, both the moral conscience and the intellectual. And, through the activities of corporate life in the school, it should give the pupils experience in bearing responsibility, in organisation, and in working with others for public ends, whether in leadership or in submission to the common will."

Now, Sir, it may be asked by my friends opposite "you include so many things in the scope of secondary education; it practically covers the whole of human life. Why then exclude the study of religion from the picture?" We must make our position absolutely clear in this respect. We must have nothing like old "catholic seminaries" which are fundamentally religious in teaching and outlook with a varying superstructure of modern subjects, which, in the words of Sir Jadunath, "do not touch its mediæval core or essence."

Secondary education must have nothing to do with "madrasahs" or "tols" in any form whatsoever and the kind of education they impart. But we would very much welcome a scientific secular, comparative and appreciative study of religious principles, personalities and events in joint classes of Hindu, Muslim and other students. Such studies will help in widening the religious and cultural outlook of students and also help in creating a composite culture of all communities inhabiting the land which is the crying need of the times. As I said the other day, there is unfortunately to-day an upheaval of sectarian and separatist tendencies bolstered up by different classes of interested politicians. It is being assiduously preached that cultural differences between Hindus and Muslims are so pronounced and insurmountable that the salvation of the communities lies in political and cultural isolation. We do not subscribe to this madrasah point of view. We regard cultural differences as mere mental angularities which without losing the mental substance may be rounded off by closer and closer cultural contact and mutual understanding between the communities, and we believe, as I said the other day, that it is in the laboratory of secondary education that this invaluable nation-building substance can be manufactured. One of the ways of manufacturing this nation-building substance is to give lessons to the students in the way I have suggested, namely, by encouraging secular, scientific, comparative and appreciative studies of various religious principles, personalities and events in joint classes of Hindu, Muslim and other students. Such lessons, I add, must be given either in vernacular or in English unless we mean to massacre our innocents under the dead weight of languages. Those students who desire to specialise in such subjects, may do so in the higher stages through the medium of the original languages concerned. Sir, so much about general education. Properly administered, it creates a healthy mental outlook in our student population, but that is not all. Besides intellect, there is efficiency which education must help to develop. This means that a practical bias must be given to education so that our students not content with a mere contemplation of the beauty of Nature and an apprehension of the natural and historical laws, must know how to use these laws to meet the practical ends of humanity. They must

specially know how to earn their bread and live above wants. Education must be unreal if it is divorced from this practical aspect of human life. So long we and the Government have ignored this practical aspect of education and the result has been disastrous. Who can to-day contemplate with equanimity the sad plight of our young men bending under the dead weight of degrees and diplomas not knowing what to eat and how to feed the mouths that depend on them? A first class M.A., whose scholarship in the subject in which he has specialised, should draw unstinted admiration in learned societies, cannot earn even Rs. 50 a month. Such a spectacle is not very rare in our society to-day. This is a dangerous symptom in our social life which we must take steps to eradicate, if we want to live on earth. With this end in view we have provided in the amendment that secondary education must include courses of vocational training in technical, industrial, agricultural and commercial subjects. In this matter, Sir, we have strictly followed the letter and spirit of the Sadler Commission Report which has very much stressed, and rightly so, the vocational aspect of education. As a matter of fact, in all progressive countries to-day vocational education is the first central pivot of the whole structure of secondary education. We must fall in line with these countries. We must therefore not bother very much about our literature, philosophy, the "sacred languages" and such other intellectual luxuries, but devote our energies, for some time at least, to the building up of a system of sound vocational education in the province. The resources of Government must not be diverted towards the maintenance and encouragement of medieval institutions that sidetrack humanity in fruitless channels. Scrap your madrasahs from the scheme of secondary education. You may give them some assistance from the provincial exchequer but for the rest they must depend on private munificence as *tols* do. Let them thrive as best as they may or be reduced to the scrap heap of things dead and gone,—that is not the concern of Government. Let Government look ahead and build up other things. Let Government have half a dozen technical institutions like the Jadabpur Technological College which is standing as a monument of non-official efforts in the field of education. Let them be controlled by the Board of Secondary Education, and let special facilities be offered to Muslim students, if necessary, to draw them in large numbers to these institutions. The Hon'ble the Chief Minister will be doing a real service to the country and to his community if he can persuade himself to do anything like this. Otherwise, in the name of education and educational reforms, he will be installing "the devil on the tamarind tree" permanently in the minds of the people, especially of his own community. I say, "beware".

Khan Bahadur Maulvi JALALUDDIN AHMAD: Mr. Speaker, Sir, we have listened with attention to the dissertation from the last

speaker, but I fail to understand why my friend who is connected with *education has laboured so much to comment on a simple definition. This is, I think,* just an attempt on his part or on the part of his party critic of this Bill to exclude madrassah education. But I do not find from motion No. 661 how the definition of "secondary education", as given there, differs from the definition of "secondary education", as given in the Bill except that the mover insists on addition of the secular to interdict madrassah education. Secondary education, as in the Bill, means education other than primary education or post-matriculation education. I do not understand why the addition of the word "secular" here is absolutely necessary, when the mover thinks it does not cover general education, technical and industrial education, agricultural and commercial education, and such other form of education as the Board, with the approval of Government, may determine. In the Bill, Sir, there are two provisos that (*a*) the Provincial Government may, by notification, declare any form of education to be, or not to be, secondary education, and (*b*) if any question as to whether any form of education is, or is not, secondary education, the matter shall be referred to the Provincial Government, whose decision shall be final. I submit, Sir, this definition is more comprehensive than that suggested by the mover of the amendment, and the test of a good definition is that it must be comprehensive so that afterwards it may not be said that it did not include certain things. The only thing that we have got to see here is that the term "secondary education" includes all kinds of education between the primary stage and the post-matriculation stage, and that is covered by the definition in the Bill. So far as special and technical education is concerned, namely, agricultural, industrial and commercial, it can all be included under that term, and any other either by the Board or by the Government. Therefore, Sir, I fail to understand why it is necessary to amend the definition of "secondary education" as contained in the Bill. If we restrict the term "secondary education" to secular education only, it will not be as comprehensive as that suggested in the Bill. I, therefore, fail to understand why my friends are so much particular about their amendment No. 661.

Now, Sir, some of my friends have said that religious education should be banned. But I draw your attention to amendment No. 662. They themselves in their definition of "secondary education" say that there are two kinds of education—general education and special education. Under "general education" in (*d*) and (*e*) they have said, education entirely in subjects appertaining to Islamic culture and religion and education entirely in subjects appertaining to Hindu culture and religion. So, religion has not been banned by their definition. The amendments Nos. 661 and 662 tabled by the Opposition are inconsistent.

Now, my friend the last speaker has stressed too much on modern culture and modern education. After all I ask him through the Speaker, can he give us a good definition of education. What should be education of Indians? In spite of his dissertation can he give a definition which will be acceptable to all? Education has not been defined comprehensively by any educationist as yet. What education will suit Hindu culture and what education will suit Muhammadan culture it is very difficult to define. Now the word "culture" itself has got a dubious meaning. Can you separate culture from religion? Can you ask any European to be just shorn of his Christian influence at home? You cannot ask a Hindu to be shorn of his Hindu influence or you cannot ask a Muhammadan just to get rid of his Muhammadan influence absolutely. Your culture is combined with religion and there cannot be any culture which is not based on religion. Even an atheist cannot say that morality without religion is more powerful than faith in practical life. There cannot be any morality in the world without the background of religion. What should prevent a man from stealing unless he believes in some seer which sees things in the dark and everywhere. Morality alone without the background of religion is not potent. So, you cannot separate culture from religion. If you say Hindu culture, certainly you think of Hindu religion and customs. There is no difference between Muhammadan culture and Muhammadan religion, because, after all, the potent force, the governing force is the force of revelation. I even go further and say that there is no knowledge given to the world by human wisdom except by revelation. It is beyond the competence of human brain, limited as it is, to think of the present, past and future comprehensively. It is only He who sees the present, past and future Who can devise any education which will be acceptable to all. So, that is the reason why you cannot separate religion from culture. If there be any education, that education must have a basis and what that basis will be? For a Muhammadan there would be one basis. He cannot think of India without Islam. India would not be worth living in if he has to give up Islam. Nor would a Hindu like to give up his Hindu religion or give up his teachings of "Geeta". So far as Muhammadans are concerned, they are not worshippers of land.

So, if there be any education for Muhammadans, madrassah education should come in. There are three stages in madrassah education. There is the primary madrassah education which is given in maktabs. Now, in primary secular education you do not insist on the definition of "primary secular education", nor do you insist on the definition of college secular education. Why then do you insist on the definition of secondary secular education? How can you separate secular from moral background? So, I think the definition which has been put in

the Bill is very comprehensive and it should satisfy even my friends in the Opposition. It is a perfect definition and I hope my friend will not press his amendment.

Mr. SASANKA SEKHAR SANYAL: Mr. Speaker, Sir, it is extremely pleasant to hear our esteemed friend Khan Bahadur Maulvi Jalaluddin Ahmad and we are glad that he has given us an opportunity to clarify certain questions which have been raised by him.

Sir, my friend has said that there is nothing wrong in the definition as given in the Bill itself. Probably he will agree with me that a definition means a thing that is, but the definition which has been given in the Bill is of a thing which it is not or which should not be. A negation is never a definition. Sir, in Logic we understood that the universe of discourse consists of one positive and one negative. Red and not red includes the universe of discourse, but in practical affairs of life, things that have got to be tackled, things that have got to be dealt with must be positive and they must not be determined by negation. Here the thing is almost spiritual as we understand in certain religious affairs of our life. We have a religious concept that God is to be approached by a process of elimination—this is not God, this is not God, this is not God; what we know is *neti, neti*. Similarly, in the spiritual inspiration of the enlightened Cabinet backed by the much more enlightened Coalition Party, we have got to approach the Secondary Education Bill by a process of elimination—this is not secondary education, this is not secondary education, and then probably come to a certain point which we can discover in our spiritual inspiration. After all, even a bad case can be defended and the Khan Bahadur has only defended a bad case. But, Sir, we want that secondary education should not be a bad case to be defended by an able lawyer. It ought to be a good case acceptable to all.

Sir, my learned friend has found fault with amendment No. 662. He has said that in 662 we have also given notice of an amendment providing for non-secular education. This is as an alternative because we suspected, we apprehended, that our amendment No. 661 would not be accepted. Therefore, as an alternative we have had to play in their own minds. In amendment No. 661, which definitely lays down that secondary education must be understood in a definite secular and practical sense, we have laid down that it should not merely be general education of the nature of primary education but superior to that, of the nature of post-Matriculation Examination but inferior to the Intermediate Standard. We have also amplified it and enlarged the scope of secondary education by outlining the scope of secondary education which would embrace commerce, which would embrace industry,

which would embrace agriculture and which would embrace everything that is calculated for the uplift and upkeep of a better and more prosperous country.

Sir, we had to include all these things because to-day secondary education is undefined. To-day we glibly use "secondary education". We have been glibly using this expression, but we have never taken our stand upon a definite concept. Therefore, on the lines of the more advanced countries, as Bryce has defined it, secondary education must be a practical education which will make a man fit for a constructive avocation in life, be it in the general educational sense or be it in the more productive and more practical sense. We want our secondary education to make us fit for the struggle of life; we want to be better men.

Sir, so far as religion is concerned, I submit I need not conceal my own ideas about it. India has had enough of religion. If religion could make us prosperous, we would have already been very prosperous, but we know——

Khan Bahadur Maulvi JALALUDDIN AHMAD: But you did not follow religion.

Mr. SASANKA SEKHAR SANYAL: If religion could not be followed for these centuries and centuries, let us not follow religion any more. Let us have a by-path of religion for being traversed by other classes of people. We must take care of this world and let mosques and temples take care of the other world. We want to live in this modern world. We want to live as better men, happier men and men who can stand shoulder to shoulder with the other and more advanced countries. We have had our *tols* all these centuries, we have had madrassahs all these centuries. But in spite of these *tols* and madrassahs, in spite of the "Gita" and the "Koran" which have been referred to by my honourable friend, we are still steeped in slavery because we have not been able to learn their true lessons. We do not want to repeat that mistake. We want to get away absolutely from the mistakes of old. Let us draw inspiration from the religious instructions as much as we like, but we do not want to go back to the middle ages. We must go ahead and forward. We want our countrymen to be better in Army; we want our countrymen to be better as businessmen and commercial magnates; we want our countrymen to be better in the practical sense; and, therefore, Sir, we insist that secondary education, if it is worth the while, secondary education if it is really meant to stand us in good stead must be conceived in an absolutely revolutionary spirit. Religion will remain in the world; it will not disappear; but religion will remain for a different class of people. Look at the western countries. There are ecclesiasts; there

are persons who are known as divine but then they are no guides so far as the destinies of races or nations are concerned. They are respected for particular purposes. We have got our priests; we have got our Maulvis. When we seek the spiritual salvation of our dead generations we shall take their help, but let us not take their help for the salvation of living persons. For living persons we want to dig and carve out a new path. We want to tread the soil with firmer stride; we want to breathe the air with better nostrils; we want to eat our bread with greater confidence. We want to live as men; we want to defend our country as better men; we want to drive away our enemy with better and stronger arms. This is what secondary education should stand for. Let us get out of this conflict of religions. I will not wound the vanity or feelings of religious-minded people, but then I may assure my friend——(Khan Bahadur Maulvi JALALUDDIN AHMAD: Are you not religious minded?) Not at all. I think not of God but of man. I have been brought up in a tradition which has taught me to learn that man is above everything, divine or unknown. I have been brought up in a tradition which understands our country as the best ideal of life. I understand my own kith and kin; I understand the dust and soil of my country. Nothing will make me more happy and members of at least this side of the House more happy than to see that our friends who are now supposed to be guiding the destinies of the province are less religious minded than what they are trying to be. Religion we had enough. Let us not put religion into the intellectual curiosities of life. Let us read the "Gita" for the instructions that can be had from the "Gita" for the practical affairs of life. Let us read the "Koran" in order to breathe more of human sympathy—sympathy between man and man, but so far as they are passports to the other world they should not serve us any more. The other world is strong enough to take care of itself. Let us take care of this world and see that we are brought up in education which will make us better as men, better as citizens, better as defenders of our country and better as persons who can remove the alien rule with confidence and with the strength of body and mind. (Applause from the Congress Benches.)

Khan Bahadur Maulvi JALALUDDIN AHMAD: Sir, may I put a question to Mr. Sanyal as to whether he is ready to give up religion.

Mr. SPEAKER: I think you can put that question elsewhere.

Adjournment.

It being 8 p.m.—

The House was adjourned till 4-45 p.m. on Wednesday, the 10th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Wednesday, the 10th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 8 Hon'ble Ministers and 205 members.

STARRED QUESTIONS

(to which oral answers were given)

Grant-in-aid Rules for Technical and Industrial Schools.

***137. Khan Bahadur Maulvi FAZLUL QADIR:** (*a*) Will the Hon'ble Minister in charge of the Agriculture and Industries Department be pleased to state whether the Grant-in-aid Rules for the Technical and Industrial Schools have been framed on the lines of the Bengal Education Code?

(*b*) If so, when?

(*c*) Is the Hon'ble Minister aware that the Grant-in-aid Rules of the Education Department have since been revised and provision has been made for payment of grants by 3 instalments and sanctioned for 3 years at a time?

(*d*) If the answer to (*c*) is in the affirmative, will the Hon'ble Minister be pleased to state whether the Government contemplate to change the Grant-in-aid Rules of the Industries Department on the line of the Bengal Education Code?

MINISTER in charge of the AGRICULTURE and INDUSTRIES DEPARTMENT (the Hon'ble Mr. Tamizuddin Khan): (*a*) and (*b*) Provisional rules were made in 1930 mainly on the lines of the Bengal Education Code. They were amended in 1937 to carry out changes considered necessary in the light of experience gained of the actual working of the rules.

(*c*) The Grant-in-aid Rules of the Education Department always provided and still provide that recurring grants should ordinarily be sanctioned for a period of three years and that department have recently adopted the procedure of payment of a year's grant in three instalments.

(*d*) No.

Khan Bahadur Maulvi FAZLUL QADIR: *Will the Hon'ble Minister be pleased to state whether he considers that the Education Department Rules are more suitable for the management of schools?*

The Hon'ble Mr. TAMIZUDDIN KHAN: They are not more suitable for schools under this department.

Khan Bahadur Maulvi FAZLUL QADIR: What are the reasons for that?

The Hon'ble Mr. TAMIZUDDIN KHAN: One of the reasons is that the grants in our department are not stable. The grants fluctuate every year. Therefore it is not possible for this department to make any grant-in-aid to a school for three years.

Appointment of a Legal Assistant in the Legislative Department.

***138. Alhadj GYASUDDIN AHMED CHOUDHURY:** (*a*) Will the Hon'ble Minister in charge of the Judicial and Legislative Department be pleased to state whether it is a fact—

(*i*) that after the introduction of the Communal Ratio Rules in services, all vacancies are to be earmarked for one or other of the Communal groups;

(*ii*) that the post of the Legal Assistant in the Legislative Department was advertised recently without earmarking it for any particular community; and

(*iii*) that at present non-Muslim officers are in a majority in the Legislative Department?

(*b*) Is it a fact that till recently all the officers in this department were non-Muslims?

(*c*) If the answers to (*a*) (*iii*) and (*b*) are in the affirmative, is the Hon'ble Minister considering the desirability of filling up the post of Legal Assistant by a suitable Muslim candidate?

MINISTER in charge of the JUDICIAL and LEGISLATIVE DEPARTMENT (the Hon'ble Nawab Musharruff Hossain, Khan Bahadur): (*a*) (*i*) No, not in the case where a fraction of one-half occurs for the first time, as in the case of the Legal Assistant, when such vacancy would be left open to either a Muslim or a non-Muslim, whoever is found more suitable.

(*ii*) Yes.

(*iii*) No, if the member refers to gazetted officers.

(*b*) No, if by "recently" the member means up to 2 or 3 years ago. It should be added that the communal ratios obtaining in an office prior to the introduction of the Communal Ratio Rules would be no criteria in determining the communities in filling vacancies under the aforesaid rules.

(*c*) This question does not arise.

Mr. SYED JALALUDDIN HASHEMY: With reference to answer (*a*) (*iii*), will the Hon'ble Minister be pleased to tell us the number of gazetted officers in the Judicial Department and the Legislative Department?

The Hon'ble Nawab MUSHARRUF HOSSAIN, Khan Bahadur: This refers to the Legislative Department, and not the Judicial Department

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us the number of gazetted officers in the Legislative Department?

The Hon'ble Nawab MUSHARRUF HOSSAIN, Khan Bahadur: The number of gazetted officers in the Legislative Department is only three.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us the names of these three gazetted officers?

Mr. SPEAKER: That question does not arise.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us whether amongst the three gazetted officers there is any Muslim?

The Hon'ble Nawab MUSHARRUF HOSSAIN, Khan Bahadur: There is one Muslim. Formerly all the three were Hindus. Then one Muslim was appointed in my time Now another vacancy has occurred. Ordinarily it should go to a Hindu, but under the Communal Ratio Rules I thought that it should be thrown open to competition and that it should go to the best man. I do not know the result of the competition. It may go to a Hindu or a Muslim. In this case an explanation is, I think, due from me. You all clamour to have the best man for drafting. Our law should be drafted well and already complaints have come to me that the drafting of many Bills is not up to the mark in the past. Having got this criticism even from the Chair——

Mr. M. SHAMSUDDIN AHMED: Is that a speech?

The Hon'ble Nawab MUSHARRUF HOSSAIN, Khan Bahadur: I think we should try to have the best man. Here is an opportunity come to us to appoint the best man, because there are already one Hindu and one Muslim. I thought I should avail myself of this opportunity to get the services of the best man whether he be a Hindu or Muslim.

Mr. SYED JALALUDDIN HASHEMY: With reference to the lengthy reply of the Hon'ble Minister, may I take it that out of these 3 officers, barring the appointment to be made of the Legal Assistant, there is one Muslim gazetted officer in the Legislative Department?

The Hon'ble Nawab MUSHARRUF HOSSAIN, Khan Bahadur: We have got only 3 posts in the cadre, first Assistant, 2nd Assistant and 3rd Assistant. Of the three two posts have been filled up, one by a Hindu and another by a Muslim. Now the 3rd appointment is to be filled in. I think morally and legally I have done the right thing.

Chief Inspectors, Inspectors and Assistant Inspectors in Jute Regulation Department.

***139. Mr. RASIK LAL BISWAS:** Will the Hon'ble Minister in charge of the Agriculture and Industries Department be pleased to state—

(*a*) the number of—

(1) Chief Inspectors,

(2) Inspectors, and

(3) Assistant Inspectors

employed at present for Jute Registration or Jute Regulation works;

(*b*) the number of them that are from—

(1) Caste Hindus,

(2) Scheduled Castes, and

(3) Muslims; and

(*c*) the number of graduates in each of the groups referred to in (*b*)?

The Hon'ble Mr. TAMIZUDDIN KHAN: (*a*) (1) 37. There are also 3 Inspectors-in-charge.

(2) 131, including 3 Inspectors-in-charge.

(3) 641.

(*b*) and (*c*) A statement is laid on the Table.

Statement referred to in reply to clauses (b) and (c) of starred question No. 139.

	Muslims.		Caste Hindus.		Scheduled Castes.		Grand Total.
	Total number.	Number of graduates.	Total number.	Number of graduates	Total number.	Number of graduates.	
Chief Inspectors ..	20	16	15	14	2	2	37
Inspectors-in-charge	1	1	2	2	..	..	3
Inspectors ..	67	57	48	48	16	13	131
Assistant Inspectors	325	196	221	176	95	37	641

Mr. RASIK LAL BISWAS: মাননীয় মন্ত্রী মহাশয়, Chief Inspectorsএর সংখ্যায় দেখছি ৩৭ জন এবং Inspector-in-chargeএর সংখ্যায় তিন জন। Ratio অনুসারে Schedule Casteএর পাওনা হয় ছয়টি। মাননীয় মন্ত্রী মহাশয় কি দয়া করে বলবেন, এখন দুটি নেওয়া হয়েছে আর বাকি চারটি সত্বর নিয়ে এই ratio পূরণ করার ব্যবস্থা করা হবে কি না?

The Hon'ble Mr. TAMIZUDDIN KHAN: Sir, the Chief Inspectors are not directly recruited—they are appointed by promotion from the lower rank. As in the lower rank, specially in the cadre of Assistant Inspectors, sufficient number of qualified Scheduled Caste candidates are not available there is some difficulty in maintaining the communal ratio all throughout.

Mr. RASIK LAL BISWAS: Assistant Inspector এবং Inspectorদের বেলায় দেখুন Schedule Casteএর যে পরিমাণ graduates আছে তা মুসলমানদের চেয়ে in proportion বেশী। তাদের ভিতর অনেক long standing graduate আছেন। তাদের promotion দিয়ে নেওয়া যায় কি না, সে বিষয় কতদূর ব্যবস্থা করা হয়েছে সেটা জানাবেন কি?

The Hon'ble Mr. TAMIZUDDIN KHAN: Sir, I would request my honourable friend to look at the lowest cadre, because direct

recruitment is made only there in the rank of Assistant Inspectors. There the honourable member will be pleased to see that the number of graduates amongst the employees belonging to the Scheduled Castes is very small, proportionately speaking. As all other officers are promoted gradually from the rank of Assistant Inspectors and in the rank of Assistant Inspectors the number of Scheduled Caste employees is very small, as I have already stated, it has been difficult to maintain the communal ratio all throughout. But after this question has been asked I have been impressing upon the department that every possible attempt should be made to maintain the communal ratio as far as possible.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state whether Chief Inspectors are promoted from the post of Assistant Sub-Inspector or from the post of any other Inspector?

The Hon'ble Mr. TAMIZUDDIN KHAN: From Inspectors.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state how he will reconcile his statement in reply to Mr. Rasik Lal Biswas that promotion is generally made from Assistant Inspectors to his next answer that Chief Inspectors are taken from Inspectors?

Mr. SPEAKER: It is by gradual promotion that the higher posts are filled—from Assistant Inspector to Inspector, from Inspector to Inspector-in-charge, and then to Chief Inspector.

Mr. SHAHEDALI: Is there no good and efficient officer of the Scheduled Castes in the post of Inspector?

The Hon'ble Mr. TAMIZUDDIN KHAN: Some of them have been promoted to the rank of Chief Inspector, and, therefore, my honourable friend's question does not arise.

Mr. SHAHEDALI: Under the rules there are a requisite number of posts to be reserved for Scheduled Caste candidates but they were not filled accordingly. That is why I am asking this question.

Mr. SPEAKER: I do not think you can ask a question of this nature, for it would not be proper to ask whether the requisite number of Scheduled Caste Inspectors have been declared fit for promotion.

Mr. RASIK LAL BISWAS: আমরা যদি sufficient numberএ qualified লোক supply করতে পারি তাহলে Governmentএর কাছে এই assurance পেতে পারি কি, যে সংখ্যা কম আছে সেটা ratio অনুযায়ী পূরণ করে নেবেন?

The Hon'ble Mr. TAMIZUDDIN KHAN: Yes, Sir, I can assure my friend that if qualified Scheduled Caste candidates are available they will be gradually appointed. It may not be possible to appoint them all at once because appointments can be made only when vacancies arise.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister be pleased to state whether it is a fact that the first batch of Chief Inspectors appointed were taken from the rank of Kanangos and that they had to revert to the general line when the second batch of Chief Inspectors were appointed?

Mr. SPEAKER: That question does not arise.

Mr. CHARU CHANDRA ROY: Sir, it does arise in this way. My point is——

Mr. SPEAKER: Whatever your point, my decision is that it does not arise.

Mr. CHARU CHANDRA ROY: Will the Hon'ble Minister kindly refer to the statement attached and state the reasons why out of 20 Muslim Chief Inspectors, only 16 are graduates, out of 15 caste Hindu Chief Inspectors 14 are graduates, while of the two Scheduled Caste Chief Inspectors both of them are graduates? Why is it that in the case of Muslims and caste Hindus there are four and one non-graduate Chief Inspectors? Is it due to any dearth of graduates in these two communities?

The Hon'ble Mr. TAMIZUDDIN KHAN: They are not graduates because they did not pass the B.A. examination But my friend will be pleased to see that these officers have been promoted from the lower ranks. Once a man enters into a particular service, when he is promoted to the next higher rank, his academical qualifications are not the only things to be taken into consideration.

Mr. SPEAKER: So far as statistical information is concerned, I am afraid I cannot allow such supplementary questions. I think, in statistical matters there should be lesser number of supplementary questions than in cases where a question of policy is involved. In this particular instance I allowed supplementaries on statistical information only because it concerns the appointment of Scheduled Caste candidates. I did so only to allow Mr. Rasik Lal Biswas to get a full opportunity for an explanation from the Hon'ble Minister although it is quite apparent that there is nothing left for an explanation in the statistical information contained in the statement attached

to the answer. If such supplementary questions are put which on the face of it do not arise at all, then, I am afraid, we shall have to change our rules. *It is only when a question of principle is involved that a full opportunity should be given for supplementary questions.*

Mr. CHARU CHANDRA ROY: I would like to make a submission to you, Sir, with regard to this question regarding appointments to certain posts. These supplementaries arise on this ground that in making appointments many things are done——

Mr. SPEAKER: But surely you have understood by this time that these are all promotion cases. Can you justify that only graduates ought to have been promoted? When a promotion is made, not only academic qualifications but other things also have got to be taken into account. Your question regarding a dearth of graduates is wholly beside the point.

Standing Committee for Scheduled Caste Education.

***140. Mr. MONOMOHAN DAS:** (*a*) Will the Hon'ble Minister in charge of the Education Department be pleased to state whether any Standing Committee for the Scheduled Caste Education has recently been formed?

(*b*) If so, who are the members?

MINISTER in charge of the EDUCATION DEPARTMENT (the Hon'ble Mr. A. K. Fazlul Huq): (*a*) Yes.

(*b*) The names of the members are:—

(1) Dr. W. A. Jenkins, I.E.S.—*Chairman.*

(2) Mr. Rasik Lal Biswas, M.L.A.

(3) Mr. Birat Chandra Mandal, M.L.A.

(4) Mr. Anukul Chandra Das, M.L.A.

(5) Mr. Pulin Behary Mullick, M.L.A.

(6) Mr. Upendra Nath Edbar, M.L.A.

(7) Babu Madhusudan Sarkar, M.L.A.

(8) Babu Debendra Nath Das, M.L.A.

(9) Babu Patiram Roy, M.L.A.

(10) Mr. Kirit Bhusan Das, M.L.A.

(11) Mr. Jagat Chandra Mandal, M.L.A.

(12) Babu Raj Kumar Das, Special Officer for Scheduled Caste Education—*Secretary.*

Scheduled Caste Education Committee.

*142. **Mr. MONOMOHAN DAS:** Will the Hon'ble Minister in charge of the Education Department be pleased to state—

(a) when the Scheduled Caste Education Committee was first constituted;

(b) who were the personnel of the said Committee; and

(c) if the said Committee is still existing?

The Hon'ble Mr. A. K. FAZLUL HUQ: (a) In August, 1938.

(b) The personnel of the said Committee were as follows:—

(1) Dr. W. A. Jenkins, I.E.S.—*Chairman.*

(2) Mr. Hem Chandra Naskar, M.L.A.

(3) Babu Kshetra Nath Singha, M.L.A.

(4) Mr. Rasik Lal Biswas, M.L.A.

(5) Mr. Birat Chandra Mandal, M.L.A.

(6) Mr. Anukul Chandra Das, M.L.A.

(7) Mr. Puspajit Barma, M.L.A.

(8) Mr. Pulin Behary Mullick, M.L.A.

(9) Mr. Upendra Nath Edbar, M.L.A.

(10) Babu Madhusudan Sarkar, M.L.A.

(11) Babu Debendra Nath Das, M.L.A.

(12) Babu Patiram Ray, M.L.A.

(13) Mr. Kirit Bhusan Das, M.L.A.

(14) Babu Raj Kumar Das, Special Officer for Scheduled Caste Education, Bengal—*Secretary.*

(15) Mr. Jagat Chandra Mandal, M.L.A.

(c) The original Committee was replaced on 26th April, 1941, by a Standing Committee.

Mr. NISHITHA NATH KUNDU: With reference to question No. 140, will the Hon'ble Minister be pleased to state why no Scheduled Caste member from the Opposition has been taken in the Standing Committee?

The Hon'ble Mr. A. K. FAZLUL HUQ: I do not recognise opposition or co-operation. Whoever the Government considers fit will be put on the committee.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state, with reference to his answer to question No. 142 *and his reply just now given to the supplementary question, whether* Mr. Hem Chandra Naskar and Babu Kshetra Nath Singha were not found to be competent members?

Mr. SPEAKER: I am sorry, you cannot mention names. Ask the question on principle.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state why the three members belonging to the Independent Scheduled Caste Party who were taken in as members of the Scheduled Caste Education Committee in 1938 were not appointed to the Standing Committee for the Scheduled Caste Education which has been formed recently?

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, I do not recognise any party of the Independent Scheduled Caste. I can only say that the Standing Committee had to be a much smaller committee than the original one and it is sometimes found—and I mean no reflection on any one—there are certain members who go to committees only to create troubles and they cannot find place on any committee.

Mr. ATUL CHANDRA SEN: Will the Hon'ble Minister kindly consider the desirability of letting the House know the educational and other qualifications of the members of the original committee and of the new committee?

Mr. SPEAKER: I am sorry, you cannot ask that question. You cannot ask what are the educational qualifications of the Assembly members.

Mr. SASANKA SEKHAR SANYAL: Did we understand the Hon'ble Minister to say that out of the 15 members in the original committee three or four have been excluded from the new committee because they create troubles?

The Hon'ble Mr. A. K. FAZLUL HUQ: No, Sir. Names for these committees are never selected by the Minister in charge. These are merely routine work. They are selected by the department and if any honourable member feels any grievance I am prepared to look into that question and when the committee will be reorganised I will certainly look into any suggestion that may be made.

Mr. SASANKA SEKHAR SANYAL: Then, Sir, do we understand the Hon'ble Minister to say that his reply that certain members go to committees to create trouble had no relation either to the question or to the answer?

Mr. SPEAKER: He had already said that he meant no reflection.

Srijut NARENDRA NARAYAN CHAKRABARTY: আমাকে একটা সেকেণ্ড সময় দিন। একটা Question করলে বিশেষ কি ক্ষতি হবে। মন্ত্রী মহাশয় কি এই বলতে চান যে Standing Committeeতে যে সব সভ্যবৃন্দ আছেন তাঁরা অত্যন্ত বিশ্বস্ত এবং অনুগত ব্যক্তির মত আপনাকে সমর্থন করেন বলেই এদের নাম দেওয়া হয়েছে?

Mr. SPEAKER: That question does not arise.

Inspectors and Auditors of Co-operative Societies appointed by direct recruitment during 1941.

***141. Mr. SHAMSUDDIN AHMED KHONDKAR:** Will the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department be pleased to state—

(*a*) the number of—

(1) Inspectors, and

(2) Auditors of Co-operative Societies appointed by direct recruitment in 1941;

(*b*) the names of those officers;

(*c*) their educational qualifications;

(*d*) their home districts; and

(*e*) the minimum educational qualification advertised for each cadre?

MINISTER in charge of the CO-OPERATIVE CREDIT and RURAL INDEBTEDNESS DEPARTMENT (the Hon'ble Mr. Mukunda Behary Mullick): (*a*) No Inspector or Auditor has been appointed in 1941 by direct recruitment.

(*b*) to (*e*) Do not arise.

Transfer of certain officers of the Co-operative Department.

***143. Mr. SHAMSUDDIN AHMED KHONDKAR:** (*a*) Will the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department be pleased to state whether it is a fact that

a large number of officers in the rank of Assistant Registrars, Divisional Auditors, Inspectors and Auditors of his department were transferred from one station to the other between 1st January and 31st July, 1941?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) number of such officers of each cadre;

(*ii*) names;

(*iii*) stations wherefrom transferred;

(*iv*) stations to which transferred;

(*v*) tenure of service at the old station;

(*vi*) total amount of travelling allowance incurred; and

(*vii*) reasons for such transfers?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (*a*) Some of the officers were transferred during this period.

(*b*) (*i*) to (*v*) and (*vii*) A statement is placed on the Library Table.

(*vi*) The labour involved in collecting the information will not be commensurate with the advantages that may be gained.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us how does he assume that the information will not be commensurate with the advantages that may be gained?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: Sir, you will be pleased to find that the officers transferred were 36 in number. They are certainly entitled to travelling allowance under the rules and the table will show the places from where they have been transferred to the places where they have been transferred. So, we felt it very, very difficult to collect information from all the different places.

Mr. SYED JALALUDDIN HASHEMY: Sir, may I ask if the Hon'ble Minister is not arrogating to himself the functions of the Speaker in giving a reply of this nature?

Mr. SPEAKER: No, this is the usual parliamentary form.

Introduction of free primary education in Darjeeling.

***144. Mr. DAMBAR SINGH GURUNG:** (*a*) Will the Hon'ble Minister in charge of the Education Department be pleased to state whether the opinion of the officials or the public of the district of Darjeeling was sought for the introduction of compulsory free primary education in the district?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) the names of the non-officials or public bodies; and

(*ii*) the officials from whom the opinion was sought?

(*c*) If the answer to (*a*) is in the negative, do the Government contemplate to make an enquiry in the matter?

The Hon'ble Mr. A. K. FAZLUL HUQ: (*a*), (*b*) and (*c*) Recently the Director of Public Instruction has discussed with the Deputy Commissioner, Darjeeling, and with the District Inspector, Darjeeling, the possibility of introducing the education cess in the district.

It is proposed later in the year to hold a conference of officials and non-officials to examine the question further.

Rents of premises in Calcutta.

***145. Mr. ATUL KRISHNA GHOSE:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to lay on the Table a statement showing for the years 1938-39 and 1939-40—

(*i*) the number of tenants-at-will living in Calcutta;

(*ii*) the number of these that were for—

(1) residential purposes, and

(2) business purposes; and

(*iii*) the number of cases instituted to eject the tenants from—

(1) residential quarters, and

(2) places of carrying on business?

(*b*) Does the Hon'ble Minister contemplate making an enquiry to ascertain—

(*i*) the present prevailing rate of rent of business premises;

(*ii*) the rate of rent previous to the ejectment and subsequent to the ejectment; and

(*iii*) the reasons for which ejectment cases were instituted?

(*c*) Do the Government contemplate legislation in matter on the lines of the Calcutta Rent Act, 1920?

(*d*) If the reply to (*c*) is in the negative, will the Hon'ble Minister be pleased to state what steps Government contemplate to take to stop enhancement of rents in business premises?

MINISTER in charge of the REVENUE DEPARTMENT (the Hon'ble Sir Bijoy Prasad Singh Roy): (*a*) (*i*) and (*ii*) Information asked for is not available.

	1938-39.	1939-40.
(*iii*) (1) (Small Cause Court, Calcutta, for Calcutta proper)	317	354
(Civil Courts, 24-Parganas, for Calcutta suburbs)	331	193
	648	547
(2) (Small Cause Court, Calcutta, for Calcutta proper)	93	109
(Civil Courts, 24-Parganas, for Calcutta suburbs)	27	16
	120	125

(*b*) (*i*) Information asked for is not available.

(*ii*) Statements are laid on the Library Table. Information regarding the last part of this clause of the question is not available.

(*iii*) Information regarding outlying parts of Calcutta falling within the jurisdiction of the Civil Courts in the district of the 24-Parganas will be found in the statement furnished by the District Judge already laid down on the Library Table. Information regarding suits filed in the Small Cause Court, Calcutta, is not available.

(*c*) No.

(*d*) No legislation appears to be called for at present.

Mr. ATUL KRISHNA GHOSE: Is the Hon'ble Minister aware that the Local Self-Government Department of the Government made an enquiry into the grievances of the tenants and submitted a report and if so, what is that report?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I do not think this question has got anything to do with that report.

Mr. SPEAKER: Had that enquiry anything to do concerning these points?

Mr. ATUL KRISHNA GHOSE: Sir, I do not wish to disclose the correspondence and all other things with the Local Self-Government Department—

Mr. SPEAKER: The proper framing of your question should have been as to whether the Local Self-Government Department made an enquiry relating to any of the points which have been asked in the question. That is the real point.

Mr. ATUL KRISHNA GHOSE: Will the Hon'ble Minister be pleased to state whether the Local Self-Government Department made an enquiry in connection with these questions?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, I would request the honourable member to put that question to my Hon'ble colleague in charge of that department.

Mr. ATUL KRISHNA GHOSE: Will the Hon'ble Minister be pleased to state whether that report was duly forwarded to the department with which the Hon'ble Minister is concerned?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice.

Mr. SPEAKER: This is an inter-departmental matter. It is no use asking this sort of questions. You can ask as to whether there is anything before him as a result of a report received from another department concerning any of these points.

Mr. ATUL KRISHNA GHOSE: Yes, that was my question. I enquired of him whether a report was submitted by that department. He said that the enquiry should be made to that particular department. With reference to his answer I put the question "Will the Hon'ble Minister be pleased to state whether it was forwarded to his department?" Either he has got to admit it or he can say "I do not know".

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It is impossible for me to say without notice whether a particular paper has been sent from the Local Self-Government Department to the Revenue Department or not. No Minister can say that off-hand.

Mr. ATUL KRISHNA GHOSE: Is the Hon'ble Minister aware of the fact that the Chief Minister himself is of opinion and gave us an assurance that Government are earnestly considering a legislation with regard to this matter?

Mr. SPEAKER: The first part of your questions does not arise; the second part does.

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I have no such fact before me as to whether the Chief Minister gave any assurance or not.

Mr. ATUL KRISHNA GHOSE: *Under the circumstances will the* Hon'ble Minister be pleased to state whether the reply (*d*) is his personal opinion or the opinion of his Government?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It is the opinion of Government.

Mr. SYED JALALUDDIN HASHEMY: With reference to answers (*a*) (*i*) and (*ii*) and (*b*) (*ii*) and (*iii*), will the Hon'ble Minister be pleased to state why these informations are not available?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: It is not available from the record of the Court.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to state whether any attempt was made by Government to obtain these informations from the Bustee Department of the Calcutta Corporation?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: No, Sir. It is not possible to find it out from the Calcutta Corporation even. The Calcutta Corporation cannot supply information as to how many tenants are living in the Bustee areas of Calcutta. This information even the Calcutta Corporation, of which the honourable member is a member, cannot supply.

Central Co-operative Banks in Kishoreganj and Loans Advanced by them.

***146. Khan Sahib HAMIDUDDIN AHMED:** (*a*) Is the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department aware that due to the drying up of rural credit and failure of all the seasonal crops due to early flood acute economic distress is now prevailing in the Kishoreganj subdivision specially in the low-lying area?

(*b*) Will the Hon'ble Minister be pleased to state—

(*i*) the names of the Central Co-operative Banks at present existing in the subdivision; and

(*ii*) the amounts of money that have been advanced by each of those banks through the various societies to the affected area in the months of June and July, 1941?

(*c*) If no money has yet been advanced by those banks, and if no new society has yet been organised in the area, do the Government propose to issue necessary instructions to the Central Banks?

(*d*) Have the Central Bank's authorities asked for any money from this Government for the purpose?

(*e*) If not, do the Government propose to ascertain the cause for not doing so?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (*a*) Some economic difficulty has been reported from the subdivision.

(*b*) (*i*) Kishoreganj Central Bank and Bhairab Central Bank.

(*ii*) Kishoreganj Central Bank—Rs.4,250.

Bhairab Central Bank—Nil.

(*c*) Since April last, the Provincial Bank has advanced Rs.31,668 to the Kishoreganj Central Bank and Rs.17,415 to the Bhairab Central Bank so far for distribution as crop loan. Seventy-eight new societies have been organised in this area this year, and 112 last year. The question therefore does not arise.

(*d*) No.

(*e*) No, as the Central Banks obtain their requirements from the Provincial Bank, and not direct from the Government.

Trips of Registrar, Co-operative Societies, to hill stations during summer of 1941.

***147. Mr. SHAMSUDDIN AHMED KHONDKAR:** (*a*) Will the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department be pleased to state whether it is a fact that during the last summer, the Registrar of Co-operative Societies, Bengal, had made several trips from Calcutta to Darjeeling, and from there to Kalimpong and back respectively to Darjeeling and Calcutta?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) how many trips the Registrar had made to those places;

(*ii*) how long he stayed in each station on each trip;

(*iii*) what urgent and important business took him to hill stations on each occasion;

(*iv*) how many societies the Registrar visited at Kalimpong and Darjeeling during his visits to those places; and

(*v*) the amount of travelling allowance drawn by the Registrar for journeys to those places and back?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (*a*) Yes.

(*b*) A statement is laid on the Table.

Statement referred to in reply to clause (b) of starred question No. 147.

Trips.	Period of stay at each station.	Object of visit to hill station.	Number of societies visited at Kalimpong and Darjeeling.	Amount of travelling allowance drawn.	Remarks.
				Rs. a.	
(1) Calcutta to Darjeeling and back.	2 days at Darjeeling ..	Inspection ..	1 society at Darjeeling.	167 6	
(2) Calcutta to Darjeeling *via* Kalimpong and other places.	3 days at Kalimpong. 1 month's recess at Darjeeling under rule 5 of the Darjeeling Code.	Inspection and recess work	3 societies at Kalimpong.	163 12	No travelling allowance charged for journey from Calcutta to Siliguri.
(3) Darjeeling to Calcutta and back.	9 days at Calcutta, 11 day's recess at Darjeeling.	Recess work at Darjeeling and discussion with Government.	Does not arise ..	214 2	Journey performed under Government order.
(4) Darjeeling to Calcutta	Does not arise ..	Return to Headquarters at Calcutta at the end of the Darjeeling recess.	Ditto ..	82 12	Inspection *en route*.

The Bengal Secretariat Co-operative Death Benefit Society.

*148. **Mr. JATINDRA NATH CHAKRAVARTY:** (a) Is the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department aware—

(i) that there is a Society entitled "The Bengal Secretariat Co-operative Death Benefit Society" composed of Government servants of offices located in Calcutta, and registered under the Co-operative Societies Act (II of 1912);

(ii) that it is carrying on work under the control of the Registrar, Co-operative Societies, Bengal; and

(iii) that a proposal for the conversion of the existing "Death call" system into a system based on insurance scheme has been referred to the Registrar for his decision.

(b) If the answer to (a) (iii) is in the affirmative, will the Hon'ble Minister be pleased to state whether any decision has been arrived at in the matter?

(c) If so, what is the decision?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (a) (i) Yes.

(ii) Yes.

(iii) The proceedings of the General Meeting which made the proposal have been found to be illegal.

(b) Fresh proposals will be needed from a General Meeting before a decision can be given.

(c) Does not arise.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Increase in the number of Inspectors and Auditors of Co-operative Societies in Barasat subdivision.

88. **Mr. SHAMSUDDIN AHMED KHONDKAR:** (a) Will the Hon'ble Minister in charge of the Co-operative Credit and Rural

Indebtedness Department be pleased to state with respect to Barasat subdivision of 24-Parganas showing, year by year, for the years 1939, 1940 and 1941—

(*i*) number of Central Banks;

(*ii*) number of Primary Societies; and

(*iii*) number of Inspectors and Auditors?

(*b*) If the number of Inspectors and Auditors is on the increase will the Hon'ble Minister be pleased to state the reasons therefor?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (*a*) A statement is laid on the Table.

(*b*) Does not arise.

Statement referred to in reply to clause (a) of unstarred question No. 88.

		1939.	1940.	1941.
Number of Central Banks	..	1	1	1
Number of Primary Societies	..	280	348	387
Number of Inspectors	..	1	1	1
Number of Auditors	..	3	2	3

Representation against Chairman and Vice-Chairman of Sandalpur Debt Settlement Board.

89. Mr. RAMIZUDDIN AHMED: (*a*) Will the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department be pleased to state whether any representation from the public against the Chairman and Vice-Chairman of the Sandalpur Debt Settlement Board within Daudkandi police-station in Tippera has been received by Government?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what action, if any, has been taken on it?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: (*a*) A petition from certain persons was received.

(*b*) The matter is under enquiry.

Mr. SHAHEDALI: In answer to question (*a*), namely, whether any representation has been received by Government, the answer was: "A petition from certain persons was received". Does the Hon'ble Minister mean to say that no representation has been received by Government from the people of the locality?

Mr. SPEAKER: He has said that a petition was received.

Mr. SHAHEDALI: Sir, our positive information is that a representation has been received by Government from the people of the locality.

Mr. SPEAKER: "Certain persons" does not mean people outside the locality.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state when the petition was received?

The Hon'ble Mr. MUKUNDA BEHARY MULLICK: I am afraid I cannot give the date. The petition in original has been sent to local officers for enquiry.

STARRED QUESTIONS

(to which oral answers were given)

Agricultural loan and gratuitous relief in Tippera.

*72. **Mr. MAQBUL HOSAIN:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state, union by union, with respect to the Kasba and Burichang thanas, in the district of Tippera—

(*i*) the amount of—

(1) agricultural loan, and

(2) gratuitous relief, recommended by the relief officers this year;

(*ii*) the amount sanctioned by Government;

(*iii*) the amount given to each union up to the 27th July, 1941; and

(*iv*) the number of persons who have received them?

(*b*) Do the Government contemplate the sanction of any additional amount for the purpose for these two thanas?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Recommendations were not made union by union, but by thanas.

The amounts recommended up to the 27th July, 1941, were—

(1) *Agricultural loans*—

Burichang police-station—Rs.37,165.

Kasba police-station—Rs.30,000.

(2) *Gratuitous relief*—

Burichang police-station—Rs.930.

Kasba police-station—Rs.1,000.

(*ii*) Up to the 27th July, 1941, Government sanctioned for the entire district, Rs.3,75,000 for agricultural loans and Rs.61,250 for gratuitous relief, out of which the local officers made the following allotments:—

Agricultural loans—

Burichang police-station—Rs.37,165.

Kasba police-station—Rs.30,000.

Gratuitous relief—

Burichang police-station—Rs.930.

Kasba police-station—Rs.1,000.

(*iii*) and (*iv*) A statement is laid on the Table.

(*b*) Government allotment is sanctioned for the district as a whole and since the 27th July, 1941, further sums of Rs.2,00,000 for agricultural loans and Rs.1,50,000 (including Rs.75,000 for paddy husking) for gratuitous relief have been sanctioned for distribution in all the affected areas of the district.

Statement referred to in reply to clause (a) (iii) and (iv) of starred question No. 72.

Name of Union Board.	Agricultural loan distributed up to 27th July, 1941.		Gratuitous relief given up to 27th July, 1941.	
	Amount.	Number of persons who received.	Amount.	Number of persons who received.
Burichang police-station.	Rs.		Rs. a. p.	
1. Sholanal ..	11,840	1,961	109 8 3	250
2. Burichang ..	8,411	1,697	117 0 0	267
3. Bakshimul ..	1,936	392	67 0 0	153
4. Rajapur ..	3,034	668	203 0 0	464
5. Sahebabad ..	3,050	600	115 0 0	263
6. Brahmanpara ..	3,443	794	112 7 9	280
7. Sashidal ..	2,782	630	25 0 0	57
8. Chandla ..	2,000	688	150 0 0	343
9. Bharella ..	669	186	Nil	Nil
Total ..	37,165	7,616	909 0 0	2,077
Kasba police-station.				
1. Bayek	2,000	..	20 0 0	..
2. Kampur	2,000	6,500 for the entire thana.	20 0 0	300 for the entire thana.
3. Kuti	1,000	..	Nil	..
4. Mulagram ..	2,500	..	30 0 0	..
5. Mogra	1,500	..	Nil	..
6. Akhaura	2,000	..	Nil	..
7. Maniandha ..	2,000	..	10 2 6	..
8. Gopinathpur ..	2,200	..	15 0 0	..
9. Dharkar	3,000	..	62 0 0	..
10. Binauti	2,000	..	Nil	..
11. Mehari	Nil	..	30 0 0	..
12. Badair	Nil	..	20 0 0	..
Total ..	20,200	..	207 2 6	..

Distress in Chittagong due to flood and rise in price level.

*82. **Dr. SANAULLAH:** (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware that as a result of recent floods and abnormal rise in the price of rice most of the people are on the verge of starvation in the Chittagong district?

(*b*) If the answer to (*a*) is in the affirmative, what steps do the Government propose taking for the grant of—

(1) agricultural loan,

(2) gratuitous relief, and

(3) test relief work,

in the said district?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) No. But people of some areas have been affected by floods and the rise in the price of rice is causing general hardship.

(*b*) (1) Up to the 9th August, 1941, Rs.90,000 has been allotted for distribution as agricultural loans and short-term loans and further amounts will be sanctioned as and when necessary.

(2) and (3) These measures are not considered necessary yet by the local officers.

Economic distress in Dinajpur.

*84. **Mr. NISHITHA NATH KUNDU:** (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state whether it is a fact—

(*i*) that economic distress is prevailing in large part of Dinajpur district;

(*ii*) that village *mahajans* are not advancing money loans or paddy to the needy villagers; and

(*iii*) that delay is being made in granting loans by this Government?

(*b*) If the answers to (*a*) (*ii*) and (*iii*) are in the affirmative, will the Hon'ble Minister be pleased to state what steps do the Government propose taking in the matter?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Economic distress is prevailing in some parts of the district, due to partial failure of crops.

(*ii*) Village *mahajans* are advancing paddy loans but not money loans.

(*iii*) Loans are distributed after making necessary enquiries and there has been no undue delay. Rs.2,50,000 has been sanctioned as agricultural loan up to the 15th August, 1941.

(*b*) Does not arise.

Relief requirements of cyclone-affected areas.

*85. **Rai HARENDRA NATH CHAUDHURI:** Will the Hon'ble Minister in charge of the Revenue Department be pleased to state—

(*a*) what is the extent of the area affected in—

(*i*) Bakarganj,

(*ii*) Noakhali, and

(*iii*) Tippera,

by the May cyclone;

(*b*) what is the estimated number of distressed population in each of the aforesaid districts;

(*c*) what according to the Government estimate are the requirements of relief of each of the aforesaid districts under the following heads, viz.,—

(*i*) for maintenance,

(*ii*) for agricultural operations, and

(*iii*) for building purposes; and

(*d*) how much provision has been made in respect of each of the aforesaid districts for the different requirements mentioned in paragraph (*c*)?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Bakarganj—1,329 square miles.

(*ii*) Noakhali (including area affected by excessive rainfall after the cyclone)—1,200 square miles.

(*iii*) Tippera—400 square miles.

(*b*) (1) Bakarganj—1,260,000.

(2) Noakhali—It is not possible now to separate the number of persons affected by the cyclone from the number of persons affected by excessive rainfall after the cyclone.

(3) Tippera—100,000.

(*c*) As the extent of relief operations will depend upon many circumstances of which a proper forecast cannot be made now, e.g., climatic conditions, the prospect of the *aman* crops, etc., it is not possible for the Government to state now what will be the actual amounts required to meet the situation.

(*d*) Up to 12th August, 1941, the following sums have been sanctioned and further sums will be sanctioned according to necessity:—

In Bakarganj—

		Rs.
Gratuitous relief	...	2,00,300
Test relief	...	1,70,000
Agricultural loans	...	20,75,000
House building loans for non-agriculturists	...	1,50,000

In Noakhali—

		Rs.
Gratuitous relief (including Rs.50,000 for paddy husking scheme)	...	1,00,000
Test relief	...	35,000
Agricultural loans	...	12,40,000

In Tippera—

		Rs.
Gratuitous relief (including Rs.1,00,000 for paddy husking scheme)	...	2,11,250
Test relief	...	Nil
Agricultural loans	...	5,75,000

Agriculturists may utilise a part of the agricultural loans in house-building.

In Tippera district, test relief work has been undertaken by the district Board. Paddy husking schemes which are really test relief works have been introduced in the districts of Tippera and Noakhali.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Financial help to distressed people in certain police-stations in Tippera.

85. Mr. JAGAT CHANDRA MANDAL: (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state—

(*i*) whether owing to the floods and storms acute distress prevails amongst the people of Nasirnagar, Sarail and Brahmanbaria police-stations in the district of Tippera; and

(*ii*) the amount of money sanctioned as—

(1) agricultural loans, and

(2) gratuitous loans

for the said area up till now?

(*b*) Do the Government contemplate the grant of further help (pecuniary) to the people of the said area?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) In some of the unions of these three thanas, distress prevails.

(*ii*) (1) Rs.59,000.

(2) Rs.15,870, including Rs.10,800 for paddy husking.

(*b*) The situation is under constant watch of the local officers and further help will be given if and when necessary.

Distress in Kasba and Burichang thanas due to failure of crops.

86. Mr. MAQBUL HOSSAIN: (*a*) Is the Hon'ble Minister in charge of the Revenue Department aware—

(*i*) that an acute distress prevails in Kasba and Burichang police-stations, Tippera;

(*ii*) that *aman*, *aus*, jute and other crops have failed totally, this year in both the thanas;

(*iii*) that the cultivating and the middle class people are in distress;

(*iv*) that the agricultural labourers, for want of employment due to failure of crops, are also in distress;

(*v*) that hundreds of persons are starving and half-starving; and

(*vi*) that some hungry people of Kasba and Burichang police-stations appeared before Subdivisional Officer, Brahmanbaria and Sadar, North, respectively, for relief?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what help have the Government given up to 13th August, 1941, union by union, by way of—

(*i*) gratuitous relief;

(*ii*) agricultural loan;

(*iii*) crop loan; and

(*iv*) test relief?

(*c*) Is it in the contemplation of Government to sanction any more money as—

(*i*) agricultural loan, and

(*ii*) crop loan,

for the affected areas till the next harvesting season?

(*d*) If so, will the Hon'ble Minister be pleased to state the amount that is proposed to be sanctioned?

(*e*) Do the Government contemplate to declare the said areas to be a famine-stricken area?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) (*i*) Distress prevails in the area.

(*ii*) In Kasba police-station, jute and *aus* crop have been considerably damaged, and *aman* crop has been damaged to the extent of about 8 annas. In Burichang police-station, *aus* crop has been considerably damaged, jute has been damaged to the extent of about 10 annas and *aman* crop about 12 annas.

(*iii*) Yes, some hardship has been caused to these classes of people.

(*iv*) Yes, but in Kasba police-station they are getting employment in the transplantation of *aman* seedlings which is now going on there.

(*v*), (*vi*) and (*e*) No.

(*b*) A statement is laid on the Table.

(*c*) and (*d*) The situation is under constant watch of the local officers and further amounts will be sanctioned when necessary.

Statement referred to in reply to clause (b) of unstarred question No. 86.

Name of union.	Agricultural loan.	Gratuitous relief.	Paddy husking.	Crop loan given by Co-operative Societies.	Test relief works done by District Boards.
	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.
Burichang police-station.					
1. Sholanal	11,840	224 1 0	860 12 0	12,632 Has been given in the whole Thana.	199 13 9
2. Burichang	8,411	255 8 3	1,812 4 0	Figures, union by union, are not available now.	
3. Bakshimul	1,936	102 7 6	781 6 0		
4. Rajapur	3,034	386 0 6	1,159 14 0		
5. Sahebabad	3,050	303 4 0	1,010 4 0		
6. Brahmanpara	3,443	228 2 6	1,225 10 6	....	....
7. Sashidal .. .	2,782	237 3 6	1,016 8 0	....	....
8. Chandla	2,000	150 0 0	924 8 0	....	....
9. Bharella	669	10 0 0	Nil	....	....
10. Madhabpur	Nil	Nil	Nil	....	....
Total ..	37,165	1,896 11 3	8,791 2 6	....	....

Name of union.	Agricultural loan.	Gratuitous relief.	Paddy husking.	Crop loan given by Co-operative Societies.	Test relief works done by District Boards.
	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.
Kasba police-station.					
1. Bayek	2,000	20 0 0	80 0 0	2,048	No test relief work taken up in Kasba police-station yet.
2. Kaimpur	2,006	55 0 0	40 0 0	891	
3. Kuti	1,000	Nil	Nil	Nil	
4. Mulagram	2,500	30 0 0	Nil	642	
5. Dharkhar	3,013	87 0 0	50 0 0	Nil	....
6. Gopinathpur	2,200	15 0 0	Nil	822	....
7. Maniandha	2,000	10 2 6	Nil	Nil	....
8. Akhaura	2,000	Nil	Nil	Nil	....
9. Mogra	1,481	Nil	Nil	Nil	....
10. Binauti	2,000	Nil	Nil	2,490	....
11. Badair	Nil	50 0 0	Nil	3,234	....
12. Mehari	Nil	30 0 0	Nil	1,958	....
13. Kasba	Nil	Nil	Nil	1,052	....
Total ..	20,200	297 2 6	170 0 0	13,137	....

Loans and reliefs to certain districts.

87. Maulvi MD. HASANUZZAMAN: (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state, showing separately, the amount sanctioned this year as—

(1) Agricultural loan,

(2) Gratuitous relief, and

(3) Test relief,

to the districts of—

(A) Tippera,

(B) Noakhali, and

(C) Bakarganj?

(*b*) Will the Hon'ble Minister be pleased to state what amount has been sanctioned and spent for the Sadar South subdivision of Tippera district?

(*c*) Will the Hon'ble Minister be pleased to state whether any money has been distributed to each union of Laksam and Chaddagram thanas, district Tippera, for cutting *aus* paddy or for sowing *aman* paddy?

(*d*) If so, will the Hon'ble Minister be pleased to state the amount sanctioned for each union of—

(1) Laksam, and

(2) Chaddagram?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) The amounts sanctioned up to 29th August, 1941, are shown below—

	Agricultural loan.	Gratuitous relief.
	Rs.	Rs.
Tippera	.. 5,87,000	2,11,250 (including Rs. 1,00,000 for paddy husking).
Noakhali	.. 12,40,000	1,30,000 (including Rs. 75,000 for paddy husking).
Bakarganj	.. 22,50,000	2,60,300

(*b*) Agricultural loan—Rs.1,35,000 allotted, out of which Rs.1,22,590 spent up to 25th August, 1941.

Gratuitous relief (including paddy husking)—Rs.36,140 allotted, out of which Rs.26,920 spent up to 25th August, 1941.

(*c*) Yes, in all unions except Bhulain and Bakai in Laksam police-station, and Kalikapur, Sreepur, Gholpasa, Chauddagram and Batisha in Chauddagram police-station.

(*d*) A statement is laid on the Table.

Statement referred to in reply to clause (d) of unstarred question No. 87.

LAKSAM POLICE-STATION.

	Name of union.	Amount sanctioned and distributed up to 25th August, 1941.
		Rs.
1.	Bagmara	579
2.	Bhulain	..
3.	Perul	638
4.	Bakai	..
5.	Musafarganj	5,230
6.	Paschimgaon	1,233
7.	Laksam	938
8.	Belghar	800
9.	Bangadda	800
10.	Nangalkot	1,050
11.	Uttarda	5,649
12.	Gobindapur	6,824
13.	Jhalam	6,863
14.	Baishgaon	9,219
15.	Lakshmanpur	10,060
16.	Uttarhaola	9,102
17.	Adra	6,746
18.	Natherpetua	10,357
19.	Jodda	4,754
		80,842

CHAUDDAGRAM POLICE-STATION.

	Name of union.			Amount sanctioned and distributed up to 25th August, 1941.
				Rs.
1.	Kashinagar	..	..	2,714
2.	Uzirpur	..	..	401
3.	Kalikapur	..	..	..
4.	Sreepur	..	..	..
5.	Subhapur	..	..	883
6.	Gholpasha	..	..	..
7.	Chauddagram	..	..	..
8.	Munshirhat	..	..	873
9.	Roykot	..	..	1,288
10.	Kankapait	..	..	734
11.	Batisha	..	..	..
12.	Cheora	..	..	702
13.	Dhalua	..	..	3,559
14.	Daulkhar	..	..	4,318
15.	Satbaria	..	..	4,170
16.	Mokara	..	..	1,958
17.	Gunabati	..	..	3,087
18.	Jagannathdighi	..	..	901
19.	Alkora	..	..	1,890
		Total	..	27,478

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Mr. SPEAKER: The House will now resume further discussion on the Bengal Secondary Education Bill, 1940.

One word I would like to say and that is if amendment No. 662 is also moved we can have discussion on the two together.

Dr. NALINAKSHA SANYAL: *I am afraid that is not possible, Sir. The two definitions are exclusive.*

Mr. SPEAKER: Absolutely they go together.

Dr. NALINAKSHA SANYAL: One demands secular and the other non-secular education.

Mr. SPEAKER: That is so, and they will be put separately. In both the amendments, you will find that technical education, industrial education, agricultural education, commercial education are common.

Dr. NALINAKSHA SANYAL: I do not deny all that.

Mr. SPEAKER: Excepting the portion regarding secular and non-secular education everything else is common. You cannot go on discussing secular or non-secular education without discussing the other.

Dr. NALINAKSHA SANYAL: I am afraid this is a very unfortunate situation. If you insist upon your ruling, it would be impossible for us to proceed with the debate in the manner we wanted. We have visualised two alternative schemes. The whole idea is this. We would first insist upon a purely secular Board. In case it does not find favour with the majority then the only other alternative would be to insist that if one particular community is to be provided with a special type of education, the other community or communities should also have the same facilities.

Mr. SPEAKER: Quite right.

Dr. NALINAKSHA SANYAL: Now, Sir, one cannot argue.

Mr. SPEAKER: You have argued the whole thing in a nutshell.

Dr. NALINAKSHA SANYAL: No.

Mr. SPEAKER: You have done it just now.

Dr. NALINAKSHA SANYAL: In that case, we shall bow to your ruling but we will not be in a position to move the other motion.

Mr. SPEAKER: I cannot help it.

Dr. NALINAKSHA SANYAL: We have to bow to your ruling, but it is not really what we expected.

Mr. SPEAKER: Nor is it desirable that the House on two almost identical motions should have a plethora of speeches in succession.

Dr. NALINAKSHA SANYAL: How can you consider that they are identical? You have yourself said that one is secular and the other non-secular.

Mr. SPEAKER: You are driving the House to such a position in which legislation would be impossible. The House will have to take some steps as to what should be done in case this attitude is taken up. Let us be reasonable. We have all along moved amendments together and have had general discussions. Let us proceed in the manner in which we have done in the past. But if you insist on doing like this, I shall have no other alternative than to proceed in that manner. But I feel that the House if it wants to function must take some steps sooner or later with a view to make legislation possible.

Mr. SASANKA SEKHAR SANYAL: On a point of order, Sir, may I appeal to you, Sir, to look at the things very dispassionately as it is expected of you? Whenever a point of order upon a vital question is raised, it is for you, in your dispassionate wisdom, to give a decision, and Sir, either we shall try to persuade you to come to our view or you will convince us and silence our voice.

Mr. SPEAKER: In my experience I have hardly been able to convince you.

Mr. SASANKA SEKHAR SANYAL: It would be extremely unfortunate if you are carried away by the idea that we are raising these points in a petulant spirit and if you invoke the attention of the House in order to see that legislation be done more smoothly, you of all persons should agree that it would reduce legislation to a farce because unless the Opposition gets the fullest latitude for placing all their amendments in their integral and independent shape, I submit it will not be consistent——

Mr. SPEAKER: May I ask you one question? Take the case of clause 4 which has many sub-sections. Suppose one suggests the addition of one man and another suggests another man and there if you say that every amendment will have to be taken separately——

Mr. SASANKA SEKHAR SANYAL: That is a hypothetical question.

Mr. SPEAKER: No, in that case it would be impossible to carry on.

Mr. SASANKA SEKHAR SANYAL: That is relevant, I admit. I would like to draw your attention to this, Sir. We have visualised two alternatives ourselves, and the European Group has only one alternative. It is only fair that you should take up these alternatives separately and when one alternative is voted down another alternative may come up. If you insist upon all alternatives to be taken together, it may be that part of one is acceptable and part of it may not be acceptable. That creates an anomalous position. It cannot be done.

Mr. SPEAKER: I agree that it cannot be done. The House cannot accept part of one and part of the other. It must accept either the one or the other.

Dr. NALINAKSHA SANYAL: That is why we have placed a complete picture before the House. There is no motion that one Vice-Chancellor should be displaced by another ex-officio member.

Mr. SPEAKER: Our past practice has all along been—I have done it with the consent of all sections of the House—that amendments of a substantially identical or alternative nature, where there is a slight change here and there, can be taken together and put before the House separately. For example when there was a discussion on the Money-lenders' Bill, somebody suggested 8 per cent., somebody suggested 6 per cent., somebody suggested 12 per cent., and somebody suggested 15 per cent. All these were moved together, but voting was done separately. I am suggesting the same procedure now. If the House insists that it should be done, in this particular manner contrary to our previous practice, I am bound to draw the attention of the House to the necessary implications of that.

Mr. SASANKA SEKHAR SANYAL: On a point of order, Sir, I am not so much worried over the decision that you are about to give, but what worries me and the party that we represent here is that certain views are placed before the Speaker and if the Speaker in his wisdom does not agree with those views but at once uses expressions such as taking steps by the House—if you were in the Opposition, what would be the feeling in your mind——

Mr. SPEAKER: I won't do it.

Mr. SASANKA SEKHAR SANYAL: We want to be inspired by a sense of confidence——

Mr. SPEAKER: May I say this——

Mr. SASANKA SEKHAR SANYAL: I have not finished my say yet, Sir.

Mr. SPEAKER: Let me say this. Though I am not taking credit for the fact yet I must say—and I hope and believe the House also realises—that throughout India it is difficult to find a better friend of the Opposition than what I have attempted to do. I have always tried to function in this House in the belief that my duty is first of all to protect the Opposition, because the majority have got the power of the majority but the minority has not the power of the majority. They require fullest protection and I have gone beyond my power with a view to give that protection. But I do think that the Legislative work has to be carried on in a certain manner by the majority. I have done it with the consent of all. If that is not possible, then I have no other alternative but to bring it to the notice of the House that it is not possible to do so.

Mr. SASANKA SEKHAR SANYAL: We have never taken you to be anything but a friend of the Opposition and on behalf of the Opposition I want to make it absolutely clear that we are here to fight the opposite party and that we are not here to fight the Chair.

But the condition precedent for any reasonable debate, for any dignified debate, and for any sensible debate is that the Speaker will not only help the Coalition party but also the Opposition, and more the Opposition than the Coalition party, because unless in the debate the Opposition gets the fullest opportunity to express its points of view, the Legislative proceedings would be reduced to a farce. And I appeal to you, Sir, not to be carried away by passions and sentiments, and I would leave it to you to judge whether the expression "hasty" was really happy.

Mr. SPEAKER: My difficulty is that as there are 700 to 800 amendments, if every motion tabled is moved and if, on an average, half an hour is devoted to each, this Bill will take about 400 hours to be finally disposed of. I would, therefore, leave it to the members to calculate how long it will take to finish this business.

Mr. SASANKA SEKHAR SANYAL: Have we then to curtail our debate simply because there is a large number of amendments?

Mr. NIHARENDU DUTTA MAZUMDAR: May I make a submission, Sir? I find there are 760 amendments of which we have got notice so far. And out of these 760 amendments there is one and only one amendment which has raised a point of principle with regard to the Bill, namely, amendment No. 661 which raises the question of definition of "secondary education". Sir, I have nothing to say about

the question of convenience for taking certain amendments together for discussion and then to vote on them separately. But that apart, we must bear in mind that when on a Bill like this out of 760 amendments there is only one amendment which is fundamentally of a different nature and which raises an issue of principle, namely, definition of "secondary education" only in the form of secular education, that is a point which, I hope, it will not be improper for you to accept as a fundamental point and to have a separate and exclusive debate thereon.

Mr. SPEAKER: I have accepted that. I have said that it has been the practice of the House all along to take such alternative amendments together. That has been the practice of the House so long. I wanted to follow that procedure. But if the House does not want to follow that procedure now, I have no other alternative but to take up amendments separately.

Dr. NALINAKSHA SANYAL: In this connection, Sir, may I be permitted to refer to the Assembly Procedure Rules? I submit that there cannot be any hard-and-fast rule of procedure in matters like this. In the past we had discussed certain alternatives or proposals relating to one general substantive motion. We have had so far no case in which two water-tight separate proposals are given, the proposals of one being more or less dependent upon the acceptance or otherwise of the other. Our rules provide that no discussion should take place except on a motion, and it is also laid down, as you find in rule 41, that a member who has moved a substantive motion can speak only once unless the Speaker allows him to speak again by way of reply. That being the position, if a member wants to speak on both 661 and 662, it would be impossible for him to speak unless one motion is disposed of first and the House is in possession of only one motion and not two at the same time. We have speakers who desire to speak on both and we must also visualise that in case one is accepted, the other will not arise at all.

Mr. SPEAKER: There is no chance for you. If one is accepted, the other cannot arise.

Dr. NALINAKSHA SANYAL: That is why we have taken up the most exclusive one first. If we had taken up the other one first, there might have been some scope for limiting that provision. We have, Sir, put before you the whole position, and we ask you to consider the question very closely.

Mr. SPEAKER: I shall take up 661 and 662 separately. I have already said that if the House does not agree, I must take them separately.

Mr. KAMAL KRISHNA ROY : সভাপতি মহাশয়, মাধ্যমিক শিক্ষা বিলের আলোচ্য ধারার উপর শ্রদ্ধেয় শ্রীযুক্ত হরেন্দ্র নাথ রায় চৌধুরী মহাশয় যে সংশোধনী প্রস্তাব এনেছেন আমি সেই সংশোধনী প্রস্তাবের সমর্থনে কিছু বলা প্রয়োজন মনে করি। এই মাধ্যমিক শিক্ষা বিল আনবার পূর্ব্বে আমাদের মাননীয় শিক্ষামন্ত্রী মহাশয় এবং তাঁর প্রত্যক্ষ ও এবং পরোক্ষ সাঙ্গপাঙ্গগণ বহু পরিশ্রম করেছেন। কতদিন কত রাত্রি অনাহারে অনিদ্রায় কেটেছে। আমরা এখানেও দেখতে পাই যে মাধ্যমিক শিক্ষা বিলের ধ্যানে মাননীয় মন্ত্রী মহাশয় এমন তন্ময় ও মগ্ন হয়ে পড়েন যে মাঝে মাঝে তিনি নির্ব্বিকল্প সমাধি লাভ করে বাহ্য জ্ঞান পর্য্যন্ত হারিয়ে ফেলেন। দুঃখের বিষয় যে বিলের ধ্যানে, যে বিলের চিন্তায়, তাঁর "শয়নে স্বপনে কেটে গেছে কতদিন, নয়নের জল দরিয়া হয়েচে ভেবে ভেবে তনুক্ষীণ" সেই ধ্যানের ধনের, সেই সাধনার বস্তুর একটা রূপ পর্য্যন্ত তিনি দিতে পারেন নি। এই মাধ্যমিক শিক্ষা বিলের সংজ্ঞা নির্ণয় করতে গিয়ে তিনি বলেছেন Secondary Education means education other than Primary Education or Post Matriculation Education. অর্থাৎ মাধ্যমিক শিক্ষার নিজস্ব কোন রূপ বা সত্ত্বা নাই। এই মাধ্যমিক শিক্ষার স্বরূপ বুঝতে হলে আমাদের এক চোখে প্রাইমারি শিক্ষার পরকলা আঁটতে হবে, আর এক চোখে কলিজিয়েট শিক্ষার দূরবীন কশতে হবে। তারপরে আমাদের বুঝতে চেষ্টা করতে হবে মাধ্যমিক শিক্ষার কি রূপ হবে। মাধ্যমিক শিক্ষার এই অস্পষ্ট এবং অনির্দ্দিষ্ট স্বরূপের অলক্ষ্য ছিদ্র পথ অবলম্বন ক'রে কোন রকমে কেউ যদি এর একটা রূপ খাড়া করে ফেলে তাই শিক্ষামন্ত্রী মহাশয় মাধ্যমিক শিক্ষার সংজ্ঞা অস্পষ্ট আকারে রেখেও স্থির থাকতে পারেন নি—দুটী রক্ষা কবজের ব্যবস্থা করেছেন এই ব'লে "Provided that the Provincial Government may by notification declare any form of education to be, or not to be, secondary education." এই একটা রক্ষা কবচ নিরাপদ নয় ভেবে আর একটা রক্ষা কবচের ব্যবস্থা করেছেন—পাছে এই সব ব্যক্তিরা যারা এর বিরুদ্ধে হৈ চৈ করেছে তারা এই বিলের ভিতর থেকে নূতন করে কোন কিছু আবিষ্কার করে ফেলে, পাছে কোন ফাঁক থাকে। সেই জন্য দ্বিতীয় রক্ষা কবচে বলা হয়েছে, "if any question arises as to whether any form of education is or is not secondary education, the matter shall be referred to the Provincial Government, whose decision shall be final." সুতরাং গভর্ণমেণ্টের decisionই হবে final. কথা শুনে মনে হয় এ শুধু "গৌর নয়—গৌরহরি, শুধু মদন নয়—মদনমোহন, তায় চূড়া নয়—চূড়ার উপর ময়ূর পাখা"। এই হ'ল তাঁর বিচার বুদ্ধি। মাধ্যমিক শিক্ষার এইরূপ বর্ণনা করতে গিয়ে সপরিষদ মন্ত্রী মহাশয় শুধু যে গলদঘর্ম্ম হয়েছেন তা নয়, "ছেড়ে দে মা কেঁদে বাঁচি" বলে পরিত্রাহি ডাক ছেড়েছেন। আবার তিনি বলছেন কোনটি মাধ্যমিক শিক্ষা আর কোনটি নয় তার চূড়ান্ত মীমাংসা করবার ভার দাও গভর্ণমেণ্টের উপর। একেবারে তুরীয় ভাব। মন, বাক্যের সঙ্গে প্রতিহত হয়ে ফিরে আসে এখানে যুক্তি তর্ক বা আলোচনার অবকাশ কোথায়। হায়। "অবুঝে বুঝাবো কত, কথা নাহি শুনে।

ঢেঁকিরে বোঝাই যত শুধু ধান ভানে।" (Laughter from Coalition Benches.) হাসির কথা নয়। যে জাতীয় শিক্ষার উপর সমস্ত দেশের আশা আকাঙ্ক্ষা নির্ভর করছে, যে জাতীয় শিক্ষার ভিত্তির উপর জাতির বর্ত্তমান অদূর এবং সুদূর ভবিষ্যৎ নির্ভর করছে, যে জাতীয় শিক্ষার উপর এই পরপদ নিপীড়িত, লাঞ্ছিত মরণোন্মুখ জাতির জীবনের সঞ্জীবনী সুধা সঞ্চিত রয়েছে, সপরিষদ মন্ত্রী মহাশয়ের যদি জাতীয় জীবনের সেই সুধা ভাণ্ড সঞ্চয় করার সুযোগ বা প্রবৃত্তি না থাকে, বিদেশী শাসন-শীর্ণ, শুষ্ক-প্রায় জাতীয় জীবনের মরা গাঙ্গে ভরা জোয়ার আসার সেই জীবন কাঠি যদি ঐ গত-যৌবন, হত-উদ্যম, শীতল রুধির, স্থবির দেহাভ্যন্তরের প্রবীন মনে ভীতির সঞ্চার করে থাকে, তবে বলবো ওগো প্রবীন পথ দাও, পথ দাও নবীনকে, পথ দাও নবীনের আশা আকাঙ্ক্ষাকে, পথ দাও নবীনের স্বপ্নকে, পথ দাও নবীনের সাধনাকে, এই শিক্ষার স্বরূপ নির্ণয় করা তাঁর বুদ্ধিতে কুলিয়ে উঠে নাই একথা বললে মন্ত্রী মহোদয়ের অবমাননা করা হয়। কাল এক বন্ধু বলেছিলেন শিক্ষার উদ্দেশ্য কি সে সম্বন্ধে কোন চূড়ান্ত কথা বলা যেতে পারে না। যদি না জানেন তবে শুনে রাখুন যুগে, যুগে, যে দিন থেকে শিক্ষা সুরু হয়েছে সেই দিন থেকে শিক্ষার একমাত্র উদ্দেশ্য মানুষকে মানুষ করা, অমানুষ করা নয়। এখন দেশের মাঝখানে যে শিক্ষা প্রচলিত করতে হবে সেই শিক্ষা প্রবর্ত্তনের পূর্ব্বে দেখতে হবে এখানে মানুষ আছে না অমানুষ আছে। আজ প্রত্যেকে আমরা অন্তরে অন্তরে অনুভব করছি আমাদের মনুষ্যত্ব কতখানি বিকৃত, আজ বিশ্বের দরবারে, দুনিয়ার মানব সমাজে কত নীচে আমাদের স্থান। কিন্তু, আমরা মানুষ হতে পারিনি কেন? আমাদের জাতীয় ব্যাধি কি? শিক্ষার প্রধান উদ্দেশ্য হবে এই জাতীয় ব্যাধির স্বরূপ নির্ণয়। আমাদের অভাব জাতীয় চরিত্রের—অভাব জাতীয় সম্পদের এবং অভাব সেই শিক্ষার—যে শিক্ষার দ্বারা ব্যক্তির চরিত্র গঠন করে সমষ্টিগত ও সমাজগত জাতীয় চরিত্র গঠিত হয়। আর এক দিক দিয়ে শিক্ষার ভিত্তি হবে জাতীয় সম্পদ বৃদ্ধি করার জন্য, অনন্ত ঐশ্বর্য্যপূর্ণ এই দেশে কৃষি-শিক্ষা, বাণিজ্য শিক্ষা, শিল্প শিক্ষাপ্রতিষ্ঠা করে ব্যক্তিগত সম্পদ বাড়ান এবং সঙ্গে সঙ্গে জাতীয় সম্পদ বাড়িয়ে তোলা। এই হ'ল শিক্ষার উদ্দেশ্য। মনে রাখবেন যে সময় মাধ্যমিক শিক্ষার সময়, যে সময় দেশের ভবিষ্যৎ, কিশোর কিশোরীদের ভবিষ্যৎ, তরুণ তরুণীদের চরিত্র গঠনের সময়, তাদের জীবন নূতন ধারায় উদ্বুদ্ধ করবার সময়, সেই সময় যদি তারা প্রকৃত শিক্ষার পথে চালিত না হয় তবে তাদের বয়স্ক অবস্থায় আর নূতন শিক্ষার ধারা নিতে পারবে না। তাই মাধ্যমিক শিক্ষার যে সময় সেই সময়ের মাঝখানেই আমাদের এই শিক্ষার স্বরূপ এই শিক্ষার ধারা ও শিক্ষার প্রকৃতিকে এমন করতে হবে যার ফলে আমাদের দেশের সকলে তাদের বয়স্ক অবস্থায় জাতীয় জীবনকে পরিপূর্ণ করে নিজেদের সম্পদ বৃদ্ধি করে, চরিত্রকে গঠন করে দুনিয়ার দরবারে মানুষ হিসাবে গণ্য হতে পারে। এই বলে আমি শ্রদ্ধেয় হরেন্দ্র বাবু যে সংশোধনী প্রস্তাব নিয়ে এসেছেন সেই প্রস্তাব সমর্থন করে অনুরোধ করছি, মাননীয় মন্ত্রী মহাশয় যেন মাধ্যমিক শিক্ষার এই সংজ্ঞা গ্রহণ করেন।

Dr. NALINAKSHA SANYAL: Mr. Speaker, Sir, I rise to support the amendment moved by Rai Harendra Nath Chaudhuri regarding

the definition of secondary education. It is only necessary that before we pass to legislate on an important matter like this, we should have our ideas perfectly clear as to what we are going to legislate upon.

Sir, the motion that has been moved has got really three essential parts. In the first part we have demanded, as I had indicated during the recommittal motion, that in our view the education that should be imparted to the new generation of our country should be purely on secular basis. The second part of this motion indicates that, apart from general education, there should be provision for various kinds of vocational education like technical, agricultural, commercial education, etc.

Khan Bahadur Maulvi FAZLUL QUADIR: Why not military education?

Dr. NALINAKSHA SANYAL: I am very glad that our friend points out to military education. In fact, in one of the amendments given notice of by the Opposition, you will find a provision for military education also made there.

Sir, the third essential part of this motion is that we have visualised a complete autonomy of the Board with regard to the decision as to what should or should not be secondary education. In the proviso to sub-clause (9), as given in the Bill, there is a provision that the Provincial Government may by notification declare any form of education to be or not to be secondary education. We consider that provision to be most unfortunate and, therefore, we have proposed to substitute this motion not merely for the clause and the sub-clause but also for the proviso thereto.

Sir, I need hardly say much on the urgency and necessity of having a comprehensive and complete definition. I will only say a few words in support of these three essential points which I have now placed before you for careful consideration.

With regard to the fact that education that should be imparted to the children of the soil should be purely on a secular basis, I have only to point out to you the reforms that had been undertaken in different parts of the world by progressive countries during recent years. You may be aware, Sir, that during the great upheaval of Turkey, modern Turkey proceeded on the basis that education there should be on a secular line. Similarly, Sir, in Egypt and in other countries—Islamic and otherwise—they have realised that in order to make a man fit for the modern world, there should not be any attempt to put any denominational studies as a load upon general education of the children.

There was a time, Sir, when secondary education and University education were considered to be the preserves of the few rich. At that time it was the Church that had practically made arrangements for imparting education to the younger generation. This had been so, not merely in those countries where Christianity was the religion followed by the people; it was also the practice where Hinduism and Islam were the general religions followed. Thereafter, Sir, it was realised with the new advance in the ideas of education that education cannot be complete unless after a certain age students are given proper training in the rudiments of living and in the fundamentals of human relations. It was on that basis that it was realised that the course of secondary education should be such that every child in the nation should be able to follow a course of training irrespective of caste or creed or community, and we have had numerous literature on how a national system of education should be shaped. During recent years, Sir, great strides have been taken in Soviet Russia by eschewing all kinds of religion from the curricula of their schools, both primary as well as secondary and who does not know now the immense progress that Soviet Russia has achieved during the last 20 years in the field of education? Sir, in our country, the urgency for limiting education that should be given to the children to secular education only is all the greater, because we have warring communities in our country—communities that have a great deal of suspicion of one another. There are friends who think that no education can be complete without some religious training. I submit, Sir, that that idea is an exploded conception now. We have no quarrel over the good teachings of great men of different religions and different religious faiths. We have great respect for the scriptures as well as the teachings as much as of Islam as of the Hindus. But, Sir, I submit that we can take these teachings into one compendium and give our children, irrespective of the fact as to whether they are born of Hindu parents or Muslims, the teachings and good sayings of all religions and train them up as young men and young women who would be able to share the burden of the State and take responsibilities for the nation as a whole, as children of the soil, children serving both the communities, irrespective of whether they belong to one or the other.

There are also certain practical difficulties in the way of providing non-secular education. If we try to have such schools organised in different parts of this very province, we shall have on the basis of separate religious training to start institutions everywhere, parallel institutions serving Hindus separately and Muslims separately. Some of these institutions obviously will not be financially justifiable. It would be extremely difficult for the State to provide for such separate series of institutions in every place. I have no quarrel with those who think that their children's education will not be complete unless they are given some religious training. If they feel like it I would only

humbly submit that they should make arrangements in their homes for such supplementary education. I feel that the parents of to-day should do something at least to give some degree of training and education to their wards and children themselves.

Sir, I am one of those who believe that religion or the name of religion or doctrinnaire of religion has done great mischief to human relations. I am one of those who believe that if we did not have theologists who masquerade in the name of religion but really who preach dissensions, if they ceased to exist, it would be a good day for the world. I am not one of those who claim that if you have Madrassahs separately there should be counterbalancing *tols* and Hindu scriptural education separately. In fact, I was surprised to note that even the Madrassah Education Committee that was constituted by the Government sometime ago had realised the increasing necessity for secularising the education of Muslim children. The Government had in fact, of late, introduced a scheme of reformed Madrassahs where 50 per cent. of the subjects are secular subjects. That shows that even those who started with separate sets of secondary educational arrangements realised the great urgency to-day to build the modern man, the great urgency of providing general education on secular basis. Further even those who desire to protect special studies in Madrassahs realise that neither from the point of view of academic efficiency nor from the point of view of financial success Madrassahs should be brought under the purview of the Secondary Education Board.

It has been stated in the Madrassah Education Committee's Report, on pages 84 and 85, that from what has been stated it will be clear that in the interest of reformed Madrassahs it will not be to their interest to place them under the control of the proposed Board of Secondary Education. Our redoubtable friend Maulvi Mozammel Huq in his note of dissent to that report said that it would be a retrograde policy to separate High Madrassah Schools from Intermediate Colleges and to place them under the proposed Board of Secondary Education. These institutions should be retained in their present category and placed under the proposed University for Islamic studies along with High Madrassahs. So, Sir, there is a strong volume of Muslim opinion also which demands that the Madrassahs should be kept separate. (Mr. Abdul Wahab Khan: Will you support the University for Islamic studies then?) If the Muslims want to go back from the path of progress, it will be their responsibility. It is not for me to dictate what should be good for them, but so far as I am concerned, here and now I am in a position to make it clear that so far as our children are concerned, we have in the past never thought of giving them training on a non-secular sectional basis, nor do I in future propose to do so.

Sir, I had pointed out on the last occasion when I spoke on the recommittal motion that we visualise a time when our future generation will cease to think on terms of Hindus and Muslims. We, who claim to be socialists, have in addition the dream that something will happen which will transcend the present differences due to caste, creed and community and with the collapse of the capitalist regime something will happen which will show a new path and a new era will be opened out. It will be an extremely unfortunate and retrograde step if to-day we create obstacles in the way of achieving that great millennium. I therefore pray that we should retain education unsullied by any talk of religiosity about it. If we want to give any training in character building, we have enough materials outside the field of religion, and if not, we can cull good materials from books which are available from Islamic or Hindu studies, scriptural or otherwise. We do not want our children to be obsessed with ideas that are not born with them. I submit that the future of the country depends very largely on how we shape the young men and women. As we have stated when the new shoots come out from the seeds that we sow, we make no difference between the seeds that are sown by a Hindu or a Muslim. Let us all work together to frame a scheme that will be good for the nation as a whole. We shall have a national system of education which will not recognise either a Hindu culture as such or a Muslim culture as such but we shall fuse the two cultures together and make one national Indian culture. Sir, it is with that ideal before us we claim that education should be secular alone. Our other two points are that while imparting such general education we should also see that the young men and women are made fit to undertake the future responsibility of life and therefore they should be given proper scope for vocational and technical training.

(At this stage the red light was on.)

Sir, may I have two or three minutes more?

Mr. SPEAKER: You may speak for two minutes more. The House will be adjourned for prayer at 6-10 p.m. Before that, you should finish.

Dr. NALINAKSHA SANYAL: In all schemes for educational reform that have found the light of day during the last quarter of a century, the demand for supplementing general education with training in various technical subjects has formed an important plank. The latest of such educational reforms schemes, that had been placed before the country for consideration, was the Wardha Vidyamandir scheme where also even in the case of primary education, it was proposed to put in in the curricula some kind of handicraft, and training was proposed to be given through technical or vocational

lines. Apart from the merits of such schemes, there is the economic justification for giving a practical bent to the system of education of our new generation. We should make them realise that immediately after they finish their education they can fit themselves into various vocations and professions and that they will not be thrown entirely into the ocean of unemployment.

(At this stage the time limit was reached.)

Sir, may I be allowed to speak after adjournment?

Mr. SPEAKER: No, I cannot allow you to speak after adjournment. Try to finish your speech quickly.

Dr. NALINAKSHA SANYAL: I therefore request the House to give very careful consideration to the points submitted and at least to provide that there should be no attempt to pollute the field of education with religious or so-called religious training and that there should be some special provision made for giving technical training and education. By providing religious training we may probably make people irreligious. That has been the experience of various countries in the past. Let us not commit that mistake.

(At this stage the House was adjourned for 20 minutes.)

(After adjournment.)

Mr. J. N. GUPTA: Sir, I rise to support the motion of my honourable friend Rai Harendra Nath Chaudhuri, who has very clearly stated the reasons for accepting the motion.

Sir, the clause, as it stands, reads thus:

(9) "secondary education" means education other than primary education or post-matriculation education:

Provided that—

(a) the Provincial Government may, by notification, declare any form of education to be, or not to be, secondary education, and

(b) if any question arises as to whether any form of education is or is not secondary education, the matter shall be referred to the Provincial Government, whose decision shall be final.

Sir, the Legislature has been asked to-day to give a blank cheque to the Government, but we cannot. We have been entrusted by our constituencies to discharge our duties in a certain manner. We cannot

transfer that trust to anybody who is working under the dictation c a body controlled by a party, majority of whom belong to one com munity. It is a matter for serious consideration whether the definitio should be allowed to stand, as it is, or there should be an attempt t make the definition more exhaustive. If you leave it, as it stands, i will create various difficulties in the near future. To-day Governmen is run by a section of communalists, and this provision gives ampl scope to Government to do anything it likes. Therefore, this Legisla ture should not give unlimited power to Government to shape th destiny of the province, for it will ultimately be detrimental to th interests of the nation. When the Hon'ble Minister in charge o Education has sought to improve the present machinery for secondar education in this province, it is very desirable that the principle to b followed should be definitely laid down in the Bill itself, and tha nothing should be left unfinished. Sir, I feel at the same time tha vocational training is a factor which should be seriously considered There is no denying the fact that for want of vocational education i the province, our boys are suffering from various disabilities, and consequently, 90 per cent. of the employment in the province for skille hands are on this day held by non-Bengalis. Even in the mufassil yo will find that non-Bengalis are working as artisans, such as carpenters blacksmiths, cobblers, etc., while the people of this province are starv ing for want of employment. If arrangement is made for adequat vocational training, our boys will be able to handle the tools an even improve on them. Instead of vocational training, our boys ar now receiving general education. A son of a blacksmith after passing the Matriculation Examination is seen frequenting the precincts of th Secretariat, the Railway offices and the commercial firms in Calcutta in search of a petty clerical appointment. Having nobody to stand by him and back him in securing an employment, he neither gets a petty ministerial job nor is he temperamentally fitted to take up his father's profession. And the worse of it is that he cannot handle his father's tools. He was sent to school and was trained in general education in the hope of getting some job of a general nature, but when he fails to secure one and is neither able to take up his father's profession, the money spent for his education seems to have been simply wasted: and he is neither useful to himself nor to his family. He realises when it is too late that he has done a mistake which has made him worthless and unfit even to earn his own bread.

Sir, so long we heard that as soon as provincial autonomy would be given, improvement in every branch would be made: we have waited for four years since the inception of provincial autonomy in the expectation of having something tangible being effected by the present autonomous Government who have been day in and day out pressed for introducing measures for imparting vocational training. But to-day we

are surprised to find that the result of four years' work has produced something which, to my mind, is disappointing, discouraging and disastrous.

I believe that the present system of education does not meet the requirements of the province. Absence of vocational training has made the educated classes most unfit for productive work and harmed them physically. Money spent on general education is a wasteful expenditure inasmuch as what little is taught is soon forgotten and has little or no value in towns or villages or cities. For the all-round development of boys and girls all training should as far as possible be given through a profit-yielding vocation. In other words, vocation should serve a double purpose—to enable the pupil to pay for his tuition through the product of his labour and at the same time to develop the whole man or woman in him or in her through the vocation learnt at school.

The Zakir Hossain Committee pointed out that modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work and that this method is considered to be the most effective approach to the problem of providing an integral all-sided education which includes the following subjects:—

(1) The basic craft, such as spinning and weaving, carpentry, agriculture, fruit and vegetable growing, leather work or any other craft for which geographical conditions are favourable and which satisfies the conditions mentioned above.

(2) The mother tongue.

(3) Mathematics, including the four simple rules, the four compound rules, fraction decimals, rule of three, use of the unitary method, interest, elements of mensuration, practical geometry and rudiments of book-keeping.

(4) Social studies, including study of world geography in outline, with fuller knowledge of India and its relation with other lands, together with knowledge of social institutions, public utility services, training in citizenship and study of newspapers.

(5) General science, including Natural Study, Botany, Zoology, Physiology, Hygiene, Physical Culture.

Now, Sir, what is the present position of our boys as regards practical training? It appears from the Government report for 1938-39 that the total number of secondary schools is 3,181; of High English Schools 1,236; of Middle English Schools 1,911; pupils reading in High English Schools 322,771 and in Middle English Schools 202,916.

Out of these about sixty High and Middle English Schools continued their arrangements for imparting manual instruction to their pupils, that is, barely 2 per cent. are receiving vocational training.

Regarding agricultural education, only 21 Middle English Schools up to this time opened continuation classes and nine teachers in three batches were deputed for training at the Dacca Farm.

Threre are six agricultural schools with 138 pupils.

Other technical centres are—

(1) the Calcutta Technical School with 341 pupils;

(2) Kanchrapara Technical School with 60 students;

(3) the Bengal-Nagpur Technical School, Kharagpur, with 76 students.

From this, Sir, we can understand what progress we have made in the matter of vocational training. Therefore, I insist on having a definition as to what form of education should be called secondary education. Unless and until our boys are given technical education there cannot be any benefit to them.

Therefore, I again appeal to the House to consider this amendment very carefully in order to find out a system which will produce better students and better men who may be employed in our trade and industry instead of bringing in this province non-Bengalees who are taking away the major portion of the income and causing our men to suffer.

Mr. ATUL KRISHNA GHOSE: Mr. Speaker, Sir, I rise to support the motion of my esteemed friend Rai Harendra Nath Chaudhuri. Sir, in clause 2(9) Government has defined "secondary education" means education other than primary education or post-matriculation education. If Government had stopped there, then we could understand the situation, but when we come to the proviso clause we find it is stated there that the Provincial Government may, by notification, declare any form of education to be, or not to be, secondary education and if any question arises as to whether any form of education is or is not secondary education, the matter shall be referred to the Provincial Government, whose decision shall be final.

Mr. Speaker, Sir, I would like to draw your attention to the fact that the Government is taking a dictatorial power with regard to the definition. Sir, I cannot understand how the Chief Minister could support this sort of provision in the Bill. May I remind him through you, Sir, that in his speech at the time of the introduction of the Bill the Hon'ble the Chief Minister said, "The fundamentals we have embodied in the Bill and in these we are not prepared to yield". Please mark the words that they are not prepared to yield, and what are those

fundamentals? Sir, I am not going into the first fundamental. I am concerned with the second. As regards the second provision, the Hon'ble the Chief Minister said, "The Board must be largely autonomous and have complete control of all secondary school activities". Sir, the Chief Minister in his speech is declaring the Board to be autonomous. He is authorising the Board to have absolute freedom to organise its own affairs and everything that comes within its discretion; but in clause 2 here we see that the Government is the final authority to decide what is secondary education and what is not. This provision in the Bill and this declaration in the speech are, if I am permitted to say so, quite inconsistent. The Hon'ble the Chief Minister in his speech stated that the Board should be autonomous, the Board should have every facility to conduct its own business, whereas in the Bill he provides that the Government will be the final authority to say what is secondary education and what is not. May I know through you, Sir, what reason, what logic, what consistency there may be in putting this provision in the Bill and declaring in his speech that the Board is autonomous.

Then, Sir, I would like to come to the issue of secondary education and its definition. Secondary education without any definition perhaps leads us to aimless directions drifting ourselves to an unknown current. In the original Bill in the Statement of Objects and Reasons the Chief Minister said, "the development of secondary education cannot be allowed to drift indefinitely upon dangerous currents, aimless and uncontrolled". Here, Sir, without any definition we find that this is definitely aimless and it is being drifted to a place we do not know, nor did the Chief Minister give us any information where he is leading us to. Sir, to-day when the atmosphere outside is a congenial one, I do not want to indulge in bitter expression or any language which may create bitterness within this House. But, Sir, I cannot keep silent all through and I must say that secondary education requires some definition. Negation is never a definition. You must say something in the affirmative. In this connection may I, Sir, draw your attention to the book entitled "National System of Education" by J. H. Whitehouse where it is stated "we should not like it to be assumed that we look toward a system of education entirely dominated by the Government and damping down local initiative and enthusiasm." On the contrary, we feel that local enthusiasm and responsibility are essential if any real progress is to be made and though we desire to see the functions of the Board of Education greatly enlarged, this is only in order that it may give adequate assistance in advising and helping the great army of organisers and teachers in the educational world. Nothing would be more unfortunate than that the Board of Education should be regarded simply as a central office to check returns and pay over a grant. The Board should be a great inspiring force, bringing

the knowledge which alone it is in a position to obtain to the help of all and promoting by its sympathy and aid every practical suggestion of advance on sound lines. There are a number of developments which a greater educational policy also suggests in connection with the Board of Education.

Mr. Speaker, Sir, with regard to the very same definition may I draw the attention of the Hon'ble the Chief Minister to the Bryce Commission's Report on Secondary Education in England which was submitted in 1895? There they stated——

Mr. SPEAKER: Have you got anything later?

Mr. ATUL KRISHNA GHOSE: I am coming to that. We are going to prehistoric days. We are going to madrassahs and we are going to so many things and from that point of view 1895 is of very recent growth, an occurrence of yesterday.

Mr. SPEAKER: What is the date of your birth?

Mr. ATUL KRISHNA GHOSE: That is a recent date. Now, Sir, the Bryce Commission says "Secondary education is a education of the boy or girl not simply as a human being who needs to be instructed in the mere rudiments of knowledge, but it is a process of intellectual training and personal discipline conducted with special regard to the profession or trade to be followed." Sir, it has got a great bearing to-day on the present state of affairs in Bengal. So many graduates and so many under-graduates are walking in the streets. They do not get employment; they cannot earn their livelihood. This is a position in which educated young men have been dragged. Had they been trained in any particular profession, in some particular trade, to which their brains and tastes and their capacities were suited, the position of Bengal would have been altogether different.

Now, Sir, when you have asked me what is the date of my birth, may I draw your attention, Sir, to one thing? It will not be necessary to go far back. Even in the year 1919 when I was to require some commercial education, I had to go to Bombay, to get admission in the Sydenham College of Commerce and Economics to be trained in commerce and economics. My *alma mater* had no commercial college in those days—I mean in the year 1919. There was no B.Com. Class in Bengal, in the year 1919. There was no technical institution practically speaking in Bengal, and one had to go to the Victoria Jubilee Institution in Bombay for technical education. These are the days, these are the circumstances, Sir, through which education is passing and we must say that to-day when there is so much enthusiasm, when there is so much inspiration, if I may say so, for secondary

education, why should we be lagging behind indefinitely from the same sacred thing, from the same sacred cause for which all Bengal has been upset (cries of "hear, hear" from the Congress Benches).

Mr. Speaker, Sir, now I come to a very disputed point, namely, religion in education. My esteemed friend Mr. Sasanka Sekhar Sanyal has explained his position in a very clear language. Our esteemed friend Khan Bahadur Jalaluddin Ahmad has given his own viewpoint in the matter, but, personally speaking, Sir, I am again going back to the pre-historic days, the days when Rousseau adopted a philosophy known as the days of Renaissance, the days when monarchy prevailed, the days when freedom was practically speaking unknown and just after the days when the voice of the people, "equality, fraternity and liberty," rang in that country and throughout the whole world. Sir, that very untouchable Rousseau who was being driven from place to place, who was hunted out from place to place, it was his theory, the Rousseau theory, which became the viewpoints of many of the socialists and communists. In the philosophy of that great Rousseau, that great scholar, we come to learn of civic education. We do not learn there Hindu education or Muslim education or Christian education. We learn from his books civic education. We learn from his books civic religion and not Hindu religion, or Muslim religion, or Christian religion. (Mr. ABUL HASHIM: Is that the Hindu conception of culture?) I am coming to culture. In my opinion there is no Hindu culture, no Islam culture, no particular culture at all. The culture of the present age (in which we are living) is a living culture. Those who do not want to live in this culture will be extinct from this world.

I would refer to Kamal Pasha. I would like to have one Kamal Pasha to educate Bengal, who will know how to deal with madrassahs and *tols* without making any distinction whatsoever. If Bengal needs one thing to-day very urgently and very seriously, it is one Kamal Pasha or one Hitler who will train us by dictation and by their gigantic personality and not by a spirit of drifting here and there, sometimes appeasing the sentiments of the Hindus, sometimes appeasing the sentiments of the Muhammadans, and sometimes appeasing the sentiments of our masters. I would like to have one man and one man alone with that great personality. Let him be a Muslim, let him be a Hindu or let him be anybody, I do not mind. If he could train us, if he could lead us, if he could give us that inspiration whereby we could live as men, as free men, I shall be quite satisfied.

Sir, it is no use exchanging words, theories and principles. You know what you are. We all know what we are. Our position is a pathetic one. Nobody recognises us. The free Muhammadans do not recognise Indian Muhammadans to be their fellow brethren; nor has any independent nation recognised us to be their equals. There may be Atlantic negotiation between Churchill and Roosevelt, but there is

no place for India in that negotiation. That is our real position. If there has been any negotiation, that is a negotiation for the European people. If there has been any negotiation, that is a negotiation——

Mr. SPEAKER: That is absolutely beside the point. If you proceed like that, then I am afraid I shall have to ask you to stop speaking.

Mr. M. SHAMSUDDIN AHMED: From the Atlantic Ocean, he will now come to the Pacific.

Mr. SPEAKER: I find that he has travelled all over the world. (Laughter.)

Mr. ATUL KRISHNA GHOSE: Yes, Sir, through the Atlantic, through the Bay of Bengal, let me come to Bengal, let me appeal to one and all to join hands and come to an honourable compromise.

With these few words, I support the amendment.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, the best way——

Mr. NIHARENDU DUTTA MAZUMDAR: Sir, I want to say a few words.

Mr. SASANKA SEKHAR SANYAL: Sir, there is time yet.

Maulvi ABUL HASHIM: If there is time, we on this side also want to speak.

Mr. SASANKA SEKHAR SANYAL: Mr. Mazumdar and Mr. Satya Priya Banerji may be allowed to speak from this side.

Mr. SPEAKER: I must bring the debate to a conclusion.

Dr. NALINAKSHA SANYAL: May we know if it is your intention to stop the debate even when there is no closure motion.

Mr. SPEAKER: It has been moved.

Dr. NALINAKSHA SANYAL: Let us have it formally moved then. If there is a closure motion, our previous contention stands that the Hon'ble Minister cannot speak.

Mr. NIHARENDU DUTTA MAZUMDAR: Mr. Speaker, Sir, I rise to make——

Mr. SPEAKER: The closure motion can be moved at any stage, and it has been moved. As a matter of fact, I think that the House ought to give an opportunity to Government to give a reply. Otherwise the debate is sterile.

* **Dr. NALINAKSHA SANYAL:** That is for Government members to realise.

Mr. SPEAKER: Government members have also to see that the debate is not carried on *ad infinitum*. My difficulty is this. At a certain stage I feel that the Government should make a reply. As I have seen the rules, I must agree with the view which the Opposition held the other day that once the closure motion is moved and accepted, there is no right of reply for anybody except the mover of an original motion. In this case, an amendment has been moved and so the question does not arise. I have gone through the rules very carefully. I find that under the rules as they stand—they are defective and I must say very, very defective—after a closure motion is moved, Government have no right of reply. I feel that Government ought to have a right of reply. But we must for the time being accept the rules as they stand.

Dr. NALINAKSHA SANYAL: Is it your intention to check the Government members who are in the majority from putting closure motions frivolously? Here is the only effective check we have got.

Mr. SPEAKER: All I feel is for the time being the debate is completely closed if the closure motion is moved.

Dr. NALINAKSHA SANYAL: Not necessarily, unless you in your discretion agree.

Mr. SPEAKER: I know. Don't try to be fastidious. In this case I find that the debate has been going on for some considerable time. I would have even now allowed the debate to continue if amendments Nos. 661 and 662 had been moved together but to that the House did not agree. Even at this stage, if amendment No. 662 is moved even formally, the debate can continue. I quite understand the difficulty in the way of amendment No. 662 being moved. Even if it is formally moved, the debate can continue——

Dr. NALINAKSHA SANYAL: There are other difficulties also in the way. You know that as a result of the discussions outside this

House there has been some ray of light thrown on the whole situation and if that little light that we see leads to a rising sun, then that particular motion, *viz.*, amendment No. 662 would be the agreed motion.

Mr. SPEAKER: As I understand the present situation, if there is an agreed settlement outside this House I am afraid Government will have to take some steps to see that they bring in a Bill completely different in character from the one before the House. Whatever debate we are carrying on—whether the Bill is passed or falls through —would be absolutely washed out. There is no difficulty about that. That is the whole question. I think that if the discussions outside this House are successful, this Bill will probably have to be abandoned and another Bill brought in. That is the position. In view of that, I don't find any difficulty of any sort.

Mr. NIHARENDU DUTTA MAZUMDAR: May I remind you of one thing, Sir. You have been pleased to recognise that this amendment No. 661 is of such a nature that it deserved to be discussed specially and separately from the other.

Mr. SPEAKER: I never said that. I said that amendments Nos. 661 and 662 should be discussed together.

Mr. NIHARENDU DUTTA MAZUMDAR: May I remind you of one thing? Sir, in the course of the whole debate, so far, nobody has been able to express the labour point of view. As the sole representative of a party—the Labour Party of India—and as one of the 8 labour members, I feel that it is only fair that I should be given a few minutes.

Mr. SPEAKER: Just half a second. What I say is this: I hope that in future the parties will kindly adjust their speakers in such a way that the names of those speakers who are considered to be essential speakers should be given first: otherwise this difficulty will always arise. I hope this will be remembered in future so that those who would be considered essential should be given opportunities first. It is no use putting unessential speakers first and essential speakers last.

Dr. NALINAKSHA SANYAL: That is the parliamentary practice.

Mr. SPEAKER: I cannot be a party to the parliamentary practice which makes it difficult for a parliamentary institution to function.

I am allowing Mr. Mazumdar as a special case. After that, I shall call on the Hon'ble Mr. A. K. Fazlul Huq.

Dr. NALINAKSHA SANYAL: After Mr. Mazumdar, Mr. Satya Priya Banerji may also be allowed to speak.

Mr. SPEAKER: If the House does not agree to my suggestion, I shall have to deny Mr. Mazumdar also.

Dr. NALINAKSHA SANYAL: The House is in your hands.

Mr. SPEAKER: I am allowing Mr. Mazumdar as a special case.

Mr. ABDUR RAHMAN SIDDIQI: May I rise to ask a question: if I decide to accept the whip of a group, can I claim to speak on behalf of any outside political party and demand a special privilege to speak?

Mr. SPEAKER: As a matter of fact, it is quite correct that if a gentleman accepts the whip of a political party he should go by that, but generally I find here that a man may accept the whip of a certain party and yet retain his individuality.

Mr. NIHARENDU DUTTA MAZUMDAR: Mr. Speaker, Sir, I regret to note that in the course of the debate on this Secondary Education Bill it has been so far very difficult for us even to agree on fundamentals. From the speeches that have been made and from what has been so far expressed by the Coalition Party and the Opposition we find that on a subject of national importance there is not even unanimity or even the necessary fundamental agreement on the essentials of the question. Sir, we do not expect that there will be unanimity of a dead variety in any country, far less in this country, but, Sir, always controversy is raised round points—points of national importance—on which despite agreement on fundamentals and essentials there may be disagreement with regard to the *modus operandi*, and therefore, in practical effect with regard to the execution of certain accepted purposes and principles, controversies may take place and party divisions may come about. But here we find an altogether different spectacle. Those of us who pause for a while to think over the seriousness of the question cannot but regret the fact that we find ourselves not even in agreement with regard to the essentials. I would like to put one question here: Do we, Sir, irrespective of the block of benches in which we sit, consider the question of the educational future of our people, the education of the future generation, a question of national importance, a question of aiming at a common purpose, or do we not? Sir, if it were conceded that education must have a definite purpose of its own, whether that education is sought to be imparted in India or in any other country, then we must first come to define as to what should

be the purpose of that education. Sir, it seems that we are going to set up a Board, we are going to have a special legislation for the purpose of secondary education without having even clarified as to what should be the purpose of that education. We do not even seem to speak with one voice or mind on this elementary question. Sir, if there is lack of that fundamental unity with regard to the purpose of education, in actual operation, whatever composition there may be on the Board, of the different communities or different peoples on whatever basis representation is allowed there, for what common purpose is that body going to work? Will that Board ultimately go on to work and realise in practice a common objective, a common ideal, or will that Board pull at different directions driven by the strength and tendencies of its different constituent parts, not even united by one binding purpose? That is a fundamental question which comes uppermost in one's mind and that is the fundamental question which this amendment seeks to solve. If there is not even that definition about the purpose of education, Sir, the Board will become a cock-pit of dissensions and disruptions, cliques and manœuvres. I assert before the House that in the absence of that clear-out conception as to the purpose of education it will be most dangerous to leave the question of secondary education in the hands of a Board that is left without any common objective with regard to the education of the people. Sir, it is not a question of the interests of this party or that party, it is not a mere question of the interest of this community or that community, it is a question of bringing together, despite the communal differences, despite the disharmonies in our social structure, the whole populace of the country into one common purpose for educating the future generation, for the purpose of laying the intellectual foundation on which the mighty superstructure of a united, educated and enlightened Bengal might be built. If in laying down that foundation we are not going to place ourselves on a sure ground, if we are only blindly carried away by sectional and pettty interests and manœuvres and place ourselves on the quicksand in beginning the work of that reconstruction, one can easily imagine what the future will have in store for us.

Sir, to-day I should not forget to mention one thing. Before I make my observations further, what we note with regret is that our dissension is the inevitable outcome of something more deep-rooted. It is no good to-day indulging in platitudes, appealing to people to think of themselves in terms of Indians and not in terms of Hindus or Muslims. As we find ourselves placed in the House to-day, the atmosphere is full of suspicion. Sir, willy-nilly, we have been thrown into the embrace of a situation where people are divided into communal groupings. The whole foundation of thinking in terms of the interest of Bengal as a whole, thinking in terms of national interest, has been shattered, and out of that situation arises this cry for a Secondary Education Board

for control without knowing the purpose for which control is needed. That is the fundamental defect in the Bill. Let me declare that I do not want to be taught by a Muslim or a Hindu. If I want to be taught a maxim, it matters very little whether a teacher happens to be a Hindu or a Muslim. It is known that zealous students all over the world, whether Chinese, Muslim, Indian, European, American, have gone out on their peregrinations in quest of learning; they have set out in quest of teachers and professors of repute all over the world. We find that the most brilliant of the Muslim students, the most brilliant of the Hindu students, and, in reality, the most brilliant students of India do not look for the communal institutions. Here, boys who want to shine as students, who want to acquire learning, scatter themselves all over the world. They go out to the greatest professors, whether they are Germans, Britishers or Americans, and from there they earn new laurels for themselves, new laurels to the glory of their country. Is there a single Muslim or a single Hindu who has got the vein and the courage to get up and condemn this quest of those students for learning when they go forward to seek learning at the feet of teachers, irrespective of caste, creed, nationality or religion? That has been the ideal of education. In that quest of learning we want to provide places of learning for all where they may forget that they are Hindus, Muslims or Christians, but think of themselves as human beings who want to lay the foundation of their intellectual discipline; who want to lay the foundation of that scientific outlook of mind which makes their work free from dogmatism and will not make of themselves empty vessels full of superstition and dogma-ridden, dead dogmas which are age-old and bind them to the dead past, to an antiquated era, but which may give them that sharp armour of scientific outlook, that intellectual weapon whereby they can acquire new learning and become an asset to the people amongst whom they live; they may become an asset to the land in which they were born and in which they serve their people irrespective of their caste, creed or religion. Sir, those who are remembered as great men in the country—in any country for that matter,—those who have been able to love this country and love its people, despite the different religions they profess, despite the different races of which the Indian peoples are composed, are not the protagonists of communalism. To-day among the great names do not range those who have always raised the bogie of communalism and communal group interests, but those who have given us as their contribution that universality of thought and that universality of culture against which disruption raises its head to-day. I have been deeply grieved to find that many of my friends sitting opposite, some of them at least, have professed to come forward as prize specimens of religious beings saying that their religion has hitherto not been properly followed and practised. That is what has led the country and the people to their present state of desperate condition. Sir, may I ask in all humility those who say

that religion has not been properly practised, are they the models of perfection in the practice of religious ideals? I might remind them of one of the utterances even of Islam which says "every land is our land for it is a land of our God". That noble utterance and slogan, which was uttered in those heroic and glorious days when the culture of Islam reigned all over the world, was due to the fact not that they confined themselves in a little pigeon-hole in Arabia or in any other corner of the world but because they had the courage and the catholicity to say "every land is our land for it is a land of our God". Might not we, Sir, take our lessons from the past and realise that lesson and say "every man is a brother who inhabits the land in which we are born, in which we live and in which we toil" and thereby have education in common, share the common purpose for building our nationhood? To-day I beg to say that education in Bengal,—in India for that matter, —can have only one purpose. That one purpose shall be to re-build a united country, to re-build a united people. Sir, there are enough forces which are going about trying to disrupt that unity. Sir, it is the very Act out of which this Assembly is born, the very Act which makes us sit here divided on a communal basis, it is that very Act which is responsible for the fact that we find ourselves communally divided. When we look at the composition of the House we find that although we are predominantly Indians, we do not sit united as Indians. We sit here divided as Muslims and Hindus. But, Sir, we find one unity in this House. Despite the fact that they are not Indians and despite all the other incongruous factors about their existence in this House, we find in them a united phalanx, a wedge struck deep into us (pointing at the "European Group"). Sir, this is the thin end of the wedge that has been struck into our national life and it is no wonder that the House that is born of that nefarious Government of India Act has come forward with an Education Bill that strikes at the root of education. It is not a "Secondary Education" Bill, but a Bill which is seeking to put an end to that cementing factor of our national life, namely, education in common at the most formative stage of life of our youth.

Sir, if to-day Hindus and Muslims, if to-day all the Indians, who think of the problems of India, are able to make their contribution, it is because they have got some amount of intellectual equipment and that is the outcome of their study of world conditions, that is the outcome of their study of social conditions; that is not the outcome of wearing different clothes or eating different types of food in different parts of the country, but that is the outcome of the fundamental unity of outlook which critical thought gives them. Sir, that critical thought rests entirely on a period of education in the life of every man and in the life of the nation. That formative stage of education begins when the illiteracy which is there in the childhood disappears and just before

the superstructure of specialised education is imparted. That is the period of secondary education and during that period what is needed is a secular outlook.

Sir, the secular form of education is the only scientifically accepted form of secondary education. It is only when we want to destroy that fundamental conception of education that we shall come forward to negative this definition of secondary education. Sir, this amendment which I support tries to lay the foundation of that education.

Sir, to-day we would spurn at that form of education, we would combat that form of education which would prevent us from thinking alike and thinking together. For the reconstruction of our economy, for the reconstruction of our national life, we want better and greater educationists, better and greater technicians, better and greater industrialists, scientists and commercial men. In fact, we want in all branches of national life those architects who will lay the foundation of a greater and newer national structure where despite our diversity there may be unity, despite our superficial division in customs and manners there may be a closer binding factor, a cementing factor of our nationhood.

Sir, taking a glance at the history of the present day, we find what that education can give to the human race. In the Soviet Union which is known to be inhabited by no less than 50 nationalities, it is perhaps known that the Council of Nationalities has got 50 recognised languages. They have got all the religions that are ever known in the world, but despite that we find from what is going on to-day over there on the other side of the Pamirs, across the Urals, on the shores of the Black Sea, that all these diverse peoples are not thinking of themselves as the Kalmuks and the Cossacks, as the Tartars and the Ukranians, as the Siberians and the Azer Baizans talking different languages but as one brotherhood of man trying to pull themselves together in the battle of life. For the preservation of freedom of their country, they are standing as one solid phalanx defeating the mightiest power on earth and shattering the dreamy notion of their invincibility—a demonstration of what a scientific secular education can do to unite humanity.

Sir, let not this Bill strike at the foundation of the unity of India. Let the Hon'ble Chief Minister accept this amendment of secondary education or give his reasons for his refusal to do so. Sir, let him not stand in the way of Indians being educated on a secular basis. Let him not hinder our national growth as a solid phalanx, able and equipped to withstand the battles of life as a united people, to build up a united country—a better, brighter and more enlightened Bengal.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, the best way in which I can show my appreciation of the speeches that have been delivered during the last two days is by giving a very short reply.

Sir, I admit that eventually all these forms of practical education must be co-ordinated and brought under the control of the Secondary Education Board, but at the present moment these forms of education are being controlled by different departments of Government and it will take some time before we can effect that co-ordination. For this purpose a transition period is necessary and the amendment, as has been drafted, gives no power to Government to defer bringing all these forms of education immediately under the control of the Board. From that point of view I find it impossible to accept this amendment in the present form.

Then, Sir, the amendment speaks only of secular education. It, therefore, excludes madrassah education altogether. In other words, the effect of my accepting this amendment would be to exclude madrassahs entirely—high madrassahs and middle madrassahs wholesale—from the purview of the Secondary Education Bill altogether. That is a view which Government cannot at present accept. For these short reasons, Sir, I oppose this amendment.

The motion of Rai Harendra Nath Chaudhuri that for clause 2(9) including the proviso the following be substituted, namely:—

"(9) 'Secondary Education' means any form of Secular Education other than Primary or Post-Matriculation Examination and includes—

(a) General Education,

(b) Technical and Industrial Education,

(c) Agricultural Education,

(d) Commercial Education, and

(e) Such other form of education as the Board with the approval of Government may determine",

was then put and a division taken with the following result:—

AYES—41.

Acharyya Choudhury, Maharaja Sashi Kanta, of Mahagacha, Mymensingh.
Banerjee, Mr. Pramatha Nath.
Banerjee, Mr. Sibnath.
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Barma, Babu Premhari.
Basu, Mr. Santosh Kumar.
Bhattacharjee, Dr. Gobinda Chandra.
Biswas, Mr. Surendra Nath.
Chakrabarty, Mr. Jatindra Nath.
Chakrabarty, Babu Narendra Narayan.
Chaudhuri, Rai Narendra Nath.
Das, Babu Radhanath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Dr. J. M.
Dolui, Mr. Harendra Nath.
Dutta Mazumdar, Mr. Nibaranendu.
Ghose, Mr. Atul Krishna.
Gupta, Mr. Jogesh Chandra.
Gupta, Mr. J. N.
Jalan, Mr. I. D.
Khan, Mr. Debendra Lall.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nishitha Nath.
Majumdar, Mrs. Hemaprova.
Mandal, Mr. Amrita Lal.
Mandal, Mr. Krishna Prasad.
Mookerjee, Dr. Syamaprasad.
Mukherji, Mr. Dhirendra Narayan.
Mullick, Srijut Ashutosh.
Nasker, Mr. Hem Chandra.
Pani, Mr. Nari Sankar.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamakrishna.
Roy, Mr. Manmatha Nath.

Sanyal, Dr. Nalinaksha.
Sanyal, Mr. Sasanka Sekhar.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen-Gupta, Mrs. Nellie.
Sinha, Srijut Manindra Bhusan.

NOES—110.

Abdul Aziz, Maulana Md.
Abdul Hafiz, Mr. Mirza.
Abdul Hafiz, Mr. Mia.
Abdul Hakim Vikrampuri, Maulvi Md.
Abdul Hamid, Mr. A. M.
Abdul Hamid Khan, Maulvi.
Abdul Kader, Mr. (alias Lal Meah).
Abdul Karim, Mr.
Abdul Majid, Mr. Syed (Noakhali.)
Abdul Motaleb Malik, Dr.
Abdul Wahab Khan, Mr.
Abdullah-Al Mahmood, Mr.
Abdur Rahman Siddiqi, Mr.
Abdur Rasheed, Maulvi Md.
Abdur Rauf, Khan Bahadur Maulvi S. (Howrah.)
Abdur Razzak, Maulvi.
Abdus Shaheed, Maulvi Md.
Abul Fazl, Mr. Md.
Abul Hashim, Maulvi.
Abul Hosain Ahmed, Mr.
Ahmed Ali Jaynetpuri, Khan Bahadur Maulana.
Ahmed Ali Mridha, Maulvi.
Ahmed Hosain, Mr.
Alifazuddin Ahmed, Khan Bahadur Maulvi.
Aminullah, Khan Sahib Maulvi.
Anwar I Azim, Khan Bahadur Md.
Ashrafali, Mr. M.
Ashimuddin Ahmed, Mr.
Atiad Hossain Khan, Khan Bahadur Maulvi.
Azhar Ali, Maulvi.
Badruddoja, Mr. Syed.
Barat Ali, Mr. Md.
Bell-Hart, Miss P. B.
Birkmyre, Sir Henry, Bart.
Biswas, Mr. Rasik Lal.
Das, Mr. Anukul Chandra.
Das, Rai Sahib Kirit Bhusan.
Edbar, Mr. Upendranath.
Emdadul Haque, Kazi.
Farhad Raza Choudhury, Mr. M.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh.)
Giasuddin Ahmed, Mr.
Gladding, Mr. D., O.I.E.
Gurung, Mr. Damber Singh.
Haddow, Mr. R. R.
Hafizuddin Choudhuri, Maulvi.
Hamilton, Mr. K. A.
Hasan Ali Choudhury, Mr. Syed.
Hasina Murshed, Mrs., M.B.E.
Hatemaliy Jamadar, Khan Sahib Maulvi.
Hawkings, Mr. R. J.
Haywood, Mr. Rogers.
Hendry, Mr. David.
Hodge, Mr. H. R.
Idris Ahmed, Mia, Maulvi.
Ispahani, Mr. M. A. H., M.B.E.
Jalaluddin Ahmad, Khan Bahadur Maulvi.
Jenab Ali Majumdar, Maulvi.
Kazem Ali Mirza, Sahibzada Kawan jah Syed.
McGregor, Mr. G. G.
Mafizuddin Choudhury, Maulvi.
Mandal, Mr. Birat Chandra.
Mandal, Mr. Jagat Chandra.
Maniruzzaman Islamabadi, Maulana Md.
Maqbul Hosain, Mr.
Mohsin Ali, Mr. Md.
Morgan, Mr. G., C.I.E.
Mozammel Huq, Maulvi Md.
Muhammad Afzal, Khan Bahadur Maulvi Syed.
Muhammad Siddique, Khan Bahadur Dr. Syed.
Muhammad Sulaiman, Khan Bahadur Maulvi.
Mullick, the Hon'ble Mr. Mukunda Behary.
Mullick, Mr. Pulin Behary.
Musharruff Hossain, the Hon'ble Nawab, Khan Bahadur.
Mustaganasai Haque, Mr. Syed.
Nasarullah, Nawabzada K.
Nazimuddin, the Hon'ble Khwaja, Sir, K.C.I.E.
Pettinger, Mr. G. U.
Rahman, Khan Bahadur A. M. L.
Raikut, the Hon'ble Mr. Prasanna Deb.
Razaur Rahman Khan, Mr.
Roy, Mr. Dhananjoy.
Roy, Mr. Patiram.
Sadaruddin Ahmed, Mr.
Safiruddin Ahmed, Haji.
Sahebe-Alam, Mr. Syed.
Sasaullah, Dr.
Sarkar, Babu Madhusudan.
Serajul Islam, Mr.
Shahabuddin, Mr. Khwaja, C.B.E.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Shamsuddin Ahmed Khondkar, Mr.
Sirdar, Babu Litta Munda.
Spelier, Mr. J. H.
Smith, Mr. H. Brabant.
Stark, Mr. A. F.
Steven, Mr. J. W. R.
Suhrawardy, the Hon'ble Mr. H. S.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Walker, Mr. J. R.
Walker, Mr. W. A. M.
Whitehead, Mr. R. B.
Yeusf Mirza.
Yusuf Ali Choudhury, Mr.
Zahur Ahmed Choudhury, Maulvi.

The Ayes being 41 and the Noes 110 the motion was lost.

Mr. SPEAKER: I find there is no time even for one speech. I, therefore, think that the House should be adjourned.

Adjournment.

Accordingly the House was adjourned at 7-50 p.m. till 4-45 p.m. on Thursday, the 11th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Thursday, the 11th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 9 Hon'ble Ministers and 199 members.

Obituary reference.

Mr. SPEAKER: Ladies and Gentlemen, it is once more my melancholy duty to refer to the sad death of Sir Hugh Stephenson, a distinguished member of the Indian Civil Service. He served the Government of Bengal in various capacities He was a member of the Bengal Executive Council He acted twice as Governor of Bengal. He was also Governor of Bihar and Orissa, and Burma. He was also an Adviser to the Secretary of State for Burma. I hope you wish a message of condolence to be sent to the bereaved family, and I would ask you, ladies and gentlemen, to signify your assent by kindly rising in your places.

(Members rose in their places.)

Thank you, ladies and gentlemen, the Secretary will do the needful.

STARRED QUESTIONS

(to which oral answers were given)

Externment order on certain workmen of the Entally workshop of Messrs. Saxby Farmer and Company, Limited.

***149.** (SHORT NOTICE.) **Mr. NIHARENDU DUTT MAZUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact that three workmen of the Entally Workshop of Messrs. Saxby Farmer and Company, Limited, were externed from Calcutta and its suburbs under the Defence of India Rules on or about the 1st August, 1941?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) the specific reasons thereof;

(*ii*) the names of the men externed;

(*iii*) the period for which they have been externed from their normal place of employment; and

(*iv*) whether Government have made any provisions for their maintenance or living outside the prohibited area?

MINISTER in charge of the HOME DEPARTMENT (the Hon'ble Khwaja Sir Nazimuddin): (*a*) Yes.

(*b*) (*i*) Their activities were intended or likely to impede the war effort.

(*ii*) Ramballi Missir, Sarat Samanta and Nilmoni Pal.

(*iii*) Until further orders.

(*iv*) No.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state what was the nature of the activities referred to in answer (*b*) (*i*)?

The Hon'ble Khwaja Sir NAZIMUDDIN: These three workmen were deliberately fomenting trouble among the workers of Messrs. Saxby Farmer & Company who they well knew were engaged in turning out war supplies. They did not proceed on constitutional lines and had no intention of so doing.

Recommendations of the Primary and Adult Education Committee.

***150. Maulvi MD. ABDUL HAKIM VIKRAMPURI:** Will the Hon'ble Minister in charge of the Education Department be pleased to state—

(*a*) when the final report on the Primary Education was submitted to the Government by the Primary and Adult Education Committee appointed by Government; and

(*b*) whether the Government propose to bring forward without further delay any legislation or scheme to give effect to the recommendation of the Committee?

MINISTER in charge of the EDUCATION DEPARTMENT: (the Hon'ble Mr. A. K. Fazlul Huq): (*a*) In August, 1939.

(*b*) The member is referred to the reply delivered on the floor of the House on 19th August, 1940, to his unstarred question No. 97. The examination of the recommendations has not yet been completed. Government propose to implement their decisions on the Report as early as possible.

Maulvi MUHAMMAD ISRAIL: Will the Hon'ble Minister be pleased to state whether any Special Officer has been appointed to examine the report of the committee or whether the report is examined by the department only?

The Hon'ble Mr. A. K. FAZLUL HUQ: So far as Primary Education is concerned it is being examined by a Special Officer and as for the Adult Education it is being examined by the department.

Mr. MIRZA ABDUL HAFIZ: Will the Hon'ble Minister be pleased to state whether the report on Adult Education was submitted separately by this committee?

The Hon'ble Mr. A. K. FAZLUL HUQ: Yes, the report on Adult Education was submitted separately.

Interpreters in Original Side of High Court.

***151. Mr. ABDUR RASCHID MAHMOOD:** (*a*) Will the Hon'ble Minister in charge of the Judicial Department be pleased to state—

(*i*) the present number of Interpreters in the Hon'ble High Court, Original Side;

(*ii*) the number of them that are—

(1) Muslims,

(2) Caste Hindus,

(3) Scheduled Castes, and

(4) others;

(*iii*) the number of Interpreters that have been appointed since 1st April, 1937; and

(*iv*) the number of them that are Muslims?

MINISTER in charge of the JUDICIAL DEPARTMENT (the Hon'ble Nawab Musharruff Hossain, Khan Bahadur): By the courtesy of the Hon'ble the Chief Justice I am able to inform the member as follows:—

(*a*) (*i*) Eight.

(*ii*) (1) One.

(2) Seven.

(3) Nil.

(4) Nil.

(*iii*) Two (one was promoted from the cadre of Translators to that of Interpreters).

(*iv*) Nil.

Assistants in lower grade of service in High Court.

***152. Mr. ABDUR RASCHID MAHMOOD:** (*a*) Will the Hon'ble Minister in charge of the Judicial Department be pleased to lay on the Table a statement showing separately the present number of—

(1) Muslim,

(2) Caste Hindu,

(3) Scheduled Caste, and

(4) other,

Assistants in the lower grade of the Hon'ble High Court, Original Side?

(*b*) Will the Hon'ble Minister be pleased to state—

(*i*) how many appointments in the lower grade have been made since 1st April, 1937, up to February, 1941; and

(*ii*) how many of them have been given to the Muslims?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: By the courtesy of the Hon'ble the Chief Justice I am able to inform the member as follows:—

(*a*) (1) Twelve.

(2) Ninety-two.

(3) Nil.

(4) Three.

(*b*) (*i*) Twenty-one.

(*ii*) Nine.

Jurisdiction of District Courts in certain matters relating to Limited Companies.

***153. Mr. NISHITHA NATH KUNDU:** (*a*) Is the Hon'ble Minister in charge of the Judicial Department aware of the difficulties that the parties in the mufassal districts are to meet in coming before the Original Side of the Hon'ble the High Court for redress in certain matters relating to the Limited Companies?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state whether the Government consider the desirability of authorising the District Courts with the powers incorporated in section 3 of the Indian Companies Act?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: (*a*) Yes.

(*b*) The present arrangement is wholesome in view of the fact that the Indian Companies working under the Act should have some safeguard for the protection of the constitution and dissolution of the company.

Mr. NISHITHA NATH KUNDU: With reference to answer (*b*), does the Hon'ble Minister want to say that by conferring these powers on the District Courts these safeguards for the protection of the constitution and dissolution of the Company will not be assured?

Mr. SPEAKER: That is an argument. You are not asking for information.

Mr. NISHITHA NATH KUNDU: This proviso clause says — —

Mr. SPEAKER: Whatever it is, you can only ask for supplementary information. You cannot cross-examine him. He is a lawyer.

Mr. NISHITHA NATH KUNDU: Will the Hon'ble Minister be pleased to state if the proviso clause under section 3 of the Indian Companies Act is there to adorn the Statute Book or for the purpose of being given effect to?

Mr. SPEAKER: You may ask whether it has been given effect to.

Mr. NISHITHA NATH KUNDU: Is the clause there for the purpose of being given effect to?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: For the last 50 years or so the country has thought that the present way of doing things is quite in order.

Mr. NISHITHA NATH KUNDU: Does the Hon'ble Minister know that a large number of companies in all the districts of Bengal have either gone into liquidation or are applying for permission to seek protection under section 153 of the Indian Companies Act? All these companies have to come up to the High Court for orders. As you know, they are all practically insolvent companies. They cannot come up to the High Court and the depositors' and share-holders' interests are suffering.

Mr. SPEAKER: Too much of an argument.

Mr. NISHITHA NATH KUNDU: They are finding great difficulty. In view of that fact, does the Hon'ble Minister consider it desirable to reconsider the matter and do something so that effect may be given to the proviso clause in the very near future?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: At present all cases of dissolution of companies are within the jurisdiction of the Original Side of the High Court. The constitution and dissolution of companies are vital points in the life of the companies. If it had been possible for individual members to come suddenly in the heat of passion to declare a company insolvent and have its doors closed then all the companies working for the last 50 years or so would have disappeared. Now after a man gets irritated he finds time to calm down and the present provision by which he has to bear some expenditure for coming to Calcutta and taking the case to the High Court is a good provision and I do not believe the country feels that any change is required.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister be pleased to state how authorising the District Courts as provided for in the Indian Companies Act would work as an unwholesome thing?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: I have explained it and I do not believe I should explain it again.

Fines realised for offences under the A.R.P. Rules in Bengal.

***154. Khan Bahadur MD. ANWARUL AZIM:** Will the Hon'ble Minister in charge of the Home Department be pleased to state the amount that has been realised up to date, by way of fines, for offences under the A.R.P. Rules in this Presidency?

The Hon'ble Khwaja Sir NAZIMUDDIN: Rs.119-8.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Proposed new cinema house on the Cornwallis Street.

90. Rai Bahadur JOGESH CHANDRA SEN: (*a*) Will the Hon'ble Minister in charge of the Home (Political) Department be pleased to state whether it is a fact—

(*i*) that an attempt was made in the beginning of 1938, to start a new cinema house on the Cornwallis Square, Calcutta, just opposite to Chitra Cinema and on the south of Shambazar Post Office in Ward No. 1;

(*ii*) that a very largely signed public petition, dated the 3rd March, 1938, by the people of the locality including the Ward Councillors protesting against the starting of this proposed new cinema house was submitted to the Commissioner of Police, Calcutta, Secretary, Calcutta Corporation, and to the Postmaster-General, Bengal;

(*iii*) that Rate-Payers Association of Ward No. 1 also opposed this;

(*iv*) that a deputation consisting of the leading residents of the locality waited on the Hon'ble Home Minister in September, 1938; and

(*v*) that a circular letter No. 651 (6)M., dated the 8th May, 1939, was issued by the then Secretary of the Public Health and Local Self-Government Department saying that licences for new cinema houses should not be granted in such areas where it may affect the sanitary condition of the locality, and may prevent free passing of traffic?

(*b*) Will the Hon'ble Minister be pleased to state whether it is a fact that licence has since been granted for the establishment of a new cinema house on the Cornwallis Street on the same site?

(*c*) If so, will the Hon'ble Minister be pleased to state in what special circumstances the licence has been granted for this new cinema house?

(*d*) Is the Hon'ble Minister aware—

(*i*) that at present eight cinema houses and three theatre houses are in existence in this area; and

(*ii*) that during the cinema hours that portion of the Cornwallis Street becomes too much congested rendering not only free passage of traffic extremely difficult but also causing great annoyance to the residents of the locality?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*) Yes. (Apparently the honourable member means "Cornwallis Street" and not "Cornwallis Square" as the latter is not just opposite the Chitra Cinema.)

(*ii*) Yes, but we have no information about those said to have been submitted to the Calcutta Corporation and the Postmaster-General, Bengal.

(*iii*) to (*v*) Yes.

(*b*) No licence has been granted yet under the Cinematograph Act, but it is understood that the Corporation has approved the building of the cinema on the site; and that the Commissioner of Police has no objections to the site from the traffic point of view.

(*c*) No special circumstances have arisen.

(*d*) (*i*) No answer is possible unless the area is defined.

(*ii*) No.

Representation of Scheduled Castes on Union Jute Committees, Dacca.

91. Mr. MONOMOHAN DAS: (*a*) Will the Hon'ble Minister in charge of the Agriculture and Industries Department be pleased to state—

(*i*) the present number of Union Jute Committees in the Sadar South subdivision of the Dacca district; and

(*ii*) whether members of the Scheduled Castes have been taken in each of the said Union Jute Committees?

(*b*) If the answer to (*a*) (*ii*) is in the negative, will the Hon'ble Minister be pleased to state the reason therefor?

MINISTER in charge of the AGRICULTURE and INDUSTRIES DEPARTMENT (the Hon'ble Mr. Tamizuddin Khan): (*a*) (*i*) 38.

(*ii*) In 11 of these Committees there is no member of the Scheduled Castes. In the remaining 27 Committees there are altogether 35 members of the Scheduled Castes.

(*b*) The attention of the local officers has already been drawn to this matter and efforts are being made to find suitable members of the Scheduled Castes for those Committees which at present have no such member.

Message.

The Secretary then read out the following message received from the Bengal Legislative Council:—

"That the Bengal Legislative Council at its meeing held on the 10th September, 1941, agreed to the Bengal Raw Jute Taxation Bill, 1941, without any amendments."

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Dr. SYAMAPRASAD MOOKERJEE: Mr. Speaker, Sir, I beg to move that for sub-clause (9) of clause 2, including the proviso the following be substituted, viz.:—

"(9) 'Secondary Education' means education other than Primary or Post-Matriculation Examination and includes—

(i) General Education, namely:—

(a) Secular Education open to all communities,

(b) Education which combines instruction in general subjects with instructions in subjects appertaining to Islamic culture and religion,

(c) Education which combines instruction in general subjects with instructions in subjects appertaining to Hindu culture and religion,

(d) Education entirely in subjects appertaining to Islamic culture and religion, and

(e) Education entirely in subjects appertaining to Hindu culture and religion, and

(ii) Special Education, namely:—

(a) Technical Education,

(b) Agricultural Education,

(c) Industrial Education,

(d) Commercial Education, and

(e) Other types of vocational and special education as the Board may determine."

Sir, yesterday the House discussed another suggested amendment regarding the definition of secondary education. The definition as given

in the Bill is, I consider, extremely defective in character. In fact, Sir, this is no definition at all so far as secondary education is concerned.

The Bill says that secondary education is education other than primary education or post-matriculation education. And then the proviso lays down that the Provincial Government may, by notification, declare any form of education to be or not to be secondary education; and secondary school is an institution in which secondary education of such undefined character is imparted.

Sir, I believe it will be acceptable to all sides of this House that secondary education, the advancement of which is said to be the main purpose of the Bill, should be defined with as much precision as possible. I admit that it may not be possible to have a definition which will be entirely exhaustive in character, but at the same time not only does the Government owes it to itself, not only does the Legislature owes it to itself, but the public at large has the right to know what is the kind of education or what are the kinds of education which are going to be controlled and supervised and developed under the new Board.

Now, Sir, if you trace the history of the development of secondary education in this province, you will admit that one of the gravest defects which confronts us,—and it is not any particular community that is confronted with this question, it is a question that confronts all communities—Hindus, Muslims and Christians residing in this province,—is that the present system of secondary education has been predominantly literary in character. That has been criticised by the Sadler Commission and that has produced certain results in the social and economic life of our province which seriously affect the integrity and welfare of all communities residing in Bengal. It is, therefore, necessary that secondary education has to be given a new direction. It is not my purpose here to trace in detail the reason why secondary education came to be predominantly literary in character. Briefly speaking, the reason historically is that from the very beginning there was a demand that through these institutions a particular type of Bengalees would be created who would be suited for various kinds of work, mainly administrative in nature for the purpose of keeping intact the wheels of a bureaucratic machinery. That is how English education developed in this country nearly a hundred years ago, but to-day we find that the result has been chronic unemployment; we find that our boys who pass the Matriculation Examination practically have no opening. They go to join the ordinary Intermediate classes. From there they do not know where to turn to. They go and join the ordinary degree colleges and then they go and overcrowd the University. There are now some openings in the lines of engineering, in the lines of medicine and in some other technical lines, but they are of so slight

and insignificant character that the general trend of educational progress has been seriously affected in the province as a whole. Therefore, we consider it essential that if the purpose of the Bill is not merely to control schools, most of whom have flourished in this province out of their own effort, if the purpose of the Bill is to effect real improvement in the educational system of the province, then all sides of the House must clearly demand it from the Government that they enunciate their policy here and now that secondary education will not merely remain confined to general education of a literary type as now but will definitely be directed to various channels in the lines indicated —technical, agricultural, industrial and commercial. This, I consider, Sir, to be a vital recommnedation which the Opposition is making and which the Coalition Party ought to accept without any hesitation if the interest of education are really at its heart.

Now, Sir, what are the objections why such education cannot form part of secondary education to-day? We have been told that one of the objections is that there are insuperable practical difficulties in convincing certain departments of the Government to transfer control over these sections of education to the department of education. I am told that technical education and industrial education are controlled by certain other Ministers of the Government and it will take months, it will take years before those Ministers can be convinced of a very elementary proposition which has got to be fulfilled if educational progress is really our goal. I cannot understand the logic or the sincerity of this objection. If you can by one stroke of the pen claim to bring under the control of the Board nearly 1,500 schools who owe their existence to private munificence and charity, who have never come to Government with a beggar's bowl in their hands, if you can do that with one stroke of the pen, what is there for the Legislature to be prevented from demanding from the Government, here and now, or say, in not more than a period of six months, that Government must agree to transfer special education like technical, agricultural, industrial and commercial to the control of the new Board of Secondary Education.

There are two aspects of the matter which we ought to bear in mind. There may be special types of schools which exclusively concern themselves with such special education, technical, agricultural, industrial and commercial, as we find to be in existence in some parts of the country, and particularly in all free countries outside India; or there may be education that will be given a definite technical or vocational bias in the existing institutions thereby preparing the students for practical life in a better fashion than what they are capable of being to-day. This is one aspect of our proposal which I do not think has any communal tinge whatsoever, but is closely, very closely related to the future welfare of all communities in this province. Unless this new Secondary Education Board is going to be a sham, it must bring under

its control with the least possible delay these types of special education for which a new policy will have to be devised and its administration placed under the control of the Board. This is one aspect of the matter.

The second is a more comprehensive definition of general education. This matter was debated yesterday from another angle of vision. There are many amongst us who hold that general education should be of a secular kind altogether. Many of us also hold this opinion that this new Board which is going to be created should concern itself only with secular education. That proposition was placed before the House yesterday, debated, and the proposition was rejected. In other words, it is the view-point which Government share with a majority of this House, which was explained by the Chief Minister yesterday that, so far as Muslim interests were concerned, there is a strong feeling amongst them that there must be included within the system of general education such elements of Islamic religion and traditions which they considered to be vital for the completion of the education of their children. I shall make my position clear in respect of this matter. It is true that there has been this opinion strongly felt and expressed in this country for the last 100 years that general education should have nothing to do with religious education. But I believe, Sir, seeing things not only as they are existing in our country, but seeing things as they are developing in countries outside India, that it will be a fatal mistake if we divorce education from our highest religious ideals altogether I believe, Sir, that it is possible to shape our educational policy in such a way not that we shall train our students in a particular religious dogma, or in the observance of particular religious rites, but our education may be so shaped and modelled as would be fundamentally based on those eternal truths which lie embedded in the religion of Islam or in the religion of Hindus. There will be no conflict whatsoever, for it is true that if religion has resulted in feuds, it is not that religion has been at fault; the fault has been with men who mistook the scope and ideals of religion and tried to divert religion to purposes for which religion was not really meant. It is just like the place of science in the life of the people. To-day, science is being utilised, science is being prostituted to-day for the purpose of bringing devastation to humanity. Will any one dare say for that reason that science is bad, that science has to be neglected and relegated to the background in educational institutions and in the human society? On the other hand, the reply really would be that science was not intended, was not meant, for the destruction of human beings but it is man himself who has brought it down to that level. Similarly, if religious ideals and principles can be correctly related with our educational system so as not to turn out boys and girls from our institutions who would become narrow-minded bigots but will cultivate the true religious spirit and will also understand and respect religious

points of view of others, then I believe that a day will come which will be good for the Hindus and the Muslims residing in Bengal and in India as a whole. The proposal which we make, therefore, if summarised comes to this: let there be different types of general education. Let one type of general education be entirely secular and open to all communities, which will have no connection whatsoever with any cultural or religious traditions of a particular community. That will be followed by education which will also be partly secular. In other words, in imparting such education you will have English, vernacular, science, mathematics, rudiments of history and geography, Hindu or Islamic culture, the bias being so connected with the tradition and culture of the Islamic community or of the Hindu community that no community will have anything to fear of the other. Then you have lastly the (*d*) and (*e*) types of traditional training which was imparted in the old type madrasahs and old *tols* which have existed in this country from time immemorial.

The proposal which we are formulating contemplates that there will be final examinations at the end of these particular types of education. That is a point which I would like to make absolutely clear. If you look at the amendment which I have the honour of moving, general education which will include partly secular education open to all communities, will have at the end of each course a final examination on the passing of which it will be possible for candidates to go up for higher studies in the University or elsewhere.

Similarly with regard to (*b*) education which will be partly secular and which will be connected with Islamic tradition, it will also have a final examination at the end permitting successful candidates to go and join the University or pursue their higher studies just as they may wish. So with regard to (*c*).

So far as (*d*) and (*e*) are concerned, there will be separate examinations which of course will be based on orthodox training, not necessarily permitting them to join the University courses as they stand, but permitting them to receive higher training in such educational institutions as may be provided.

That, in a nut-shell, is the scheme which I have the honour of presenting to the House on behalf of the Opposition. Without divulging any secret, I may say this that it represents an agreement between the Government and the Opposition as the discussions have been going on during the last fortnight. It has been agreed that if we approach the educational problem from this point of view it will not make the Moslems suspicious, it will not make the Hindus suspicious and that it will leave the door open for secular education where Hindus, Moslems and Christians may flock together without any reserve. It will leave the door open to those Moslems who desire to receive their education based on their faith and on their culture. It will give a similar right and

privilege to the Hindus of the province and lastly it will leave the door open also for the Hindus and Moslems to receive their training according to strict orthodox lines as has been the case during the last one century or more in this province.

The only difference betwen the agreement which has been reached between the Government and the Opposition, although the point of view was pressed by us, is with regard to the time-limit during which such special education like technical education, agricultural education, industrial education should be given effect to. It has been impressed upon us that the Government should be given a time-limit within which such education should be transferred to the Board. Of course, theoretically, and even from practical standpoint, we do not consider that there are insuperable difficulties in persuading some of our estimable Ministers to transfer the control of technical, agricultural, industrial and commercial education to the charge of the new Board of Secondary Education, but if there are insuperable difficulties it should not prove difficult for the Opposition and the Government to come to an agreement that a reasonable time-limit should be imposed within which Government will hand over the control of such types of special education to the Board.

Sir, before I take my seat I would only say this that here we are considering a problem from an absolutely detached point of view, here we are considering the future development of secondary education in this province, not particularly for the purpose of dominating the interest of one particular group or community. We are visualising a system of education which will be devised in this province, which will give the fullest scope to technical and vocational education and to general education, which will give the fullest liberty to the Moslems of Bengal to develop their education according to lines which they consider to be right and proper, and similarly it will give equal right to the Hindus to develop their education in a manner consistent with their best traditions and ideals. I believe, Sir, that it is only on this basis of equality that Hindus and Mussalmans respecting the points of view of each other can sit together with their minds open absolutely to permit each other to develop their educational system in a manner consistent with their best traditions and in a manner which will lead to the highest development of the province as a whole. It is only then that it will be possible for the Board or any other constituted authority to frame a national system of education suited to the best ideals of our beloved motherland.

Mr. SPEAKER: The House will remember that last week it was agreed that the House would either sit on Saturday or take up the Secondary Education Bill on Friday. Now I have seen the agenda for to-morrow and there is nothing of importance. As regards Mr. Ghose's

Bill in which I am personally as much interested as any one else, I am told by the Chief Whip that Government are prepared to examine this question on its merits. In view of that, I suggest that the House may take up Secondary Education Bill to-morrow instead of meeting on Saturday, so that there may not be an extra day.

Mr. JOGESH CHANDRA GUPTA: Negotiations are going on outside.

Mr. SPEAKER: Yes, I know. All I suggest is that instead of meeting on Saturday let us take up this Bill to-morrow.

There is also another matter to which I want to refer. I think that all sections of the House have agreed that they will close the debate to-night on this clause. I understand that there is also a desire on the part of many members to attend the Town Hall meeting to condole the death of the Maharajadhiraja Bahadur of Burdwan. If the House has no objection, I shall adjourn it for half an hour or so, especially in view of the assurance that has been given by all sections of the House that the debate on this clause will be closed to-night.

Dr. NALINAKSHA SANYAL: So far as this side is concerned, we would like you to adjourn the House to enable members to attend the meeting. There is a further point. We would like you to have the convention established that in an important debate like this the Minister in charge should be present. I understand that he has also been called away to attend that meeting.

Mr. KIRAN SANKAR ROY: Would you give us a little time to consider the matter of extra day, so that we may inform you after the adjournment?

Mr. SPEAKER: Otherwise we meet on Saturday. Instead of that, let us proceed with this Bill to-morrow. I find that the first Bill is sponsored by a member of the Coalition Party and the second Bill is that of Mr. Ghose.

Dr. NALINAKSHA SANYAL: We have already lost many non-official days.

Mr. SPEAKER: I know.

The Hon'ble Khwaja Sir NAZIMUDDIN: What I want to point out is that we think that to-morrow should be reserved for the Government Bill. It has been very much delayed and we feel that the House

ought to go on with it and if there is agreement, then it would be all right. *Supposing there is no agreement, we shall have to go on and* continue the debate on this Bill on both Friday and Saturday.

Mr. SANTOSH KUMAR BASU: With reference to the Hon'ble Home Minister's suggestion, before we express any opinion we want time to consider it.

Mr. SPEAKER: As far as this debate is concerned, I think it will be closed to-night.

Rai HARENDRA NATH CHAUDHURI: Yes, particularly in view of the absence of the Hon'ble Minister.

The Hon'ble Khwaja Sir NAZIMUDDIN: In that case, we have no objection.

Mr. SASANKA SEKHAR SANYAL: Sir, I must object to the suggestion of the Hon'ble Home Minister. In your chamber, when the other day on the question of ajourning the House on account of the death of the Maharajadhiraja Bahadur of Burdwan, there was a talk, the leaders of all parties were present and I was also present. There was only a question of accommodation in respect of the loss of that particular day. It is preposterous now for the Home Minister to suggest that the Government want to have both Friday and Saturday. There was absolutely no talk like that.

Mr. SPEAKER: That is another matter.

The Hon'ble Khwaja Sir NAZIMUDDIN: I did not claim that on the basis of the agreement.

Mr. SASANKA SEKHAR SANYAL: You want to deprive us of another day.

Mr. SPEAKER: Provided it is agreed that the debate on this clause will be closed to-night, I have no objection to adjourn the House for half an hour or so.

(No objection was raised.)

(The House was then adjourned till 6-30 p.m.)

(After adjournment.)

Mr. SPEAKER: I think at this stage I should take this opportunity to announce that the matter as to when we should meet—whether we

should have the Secondary Education Bill on Friday or whether we should meet on Saturday as arranged—has been discussed between ourselves and the Chief Whips. In view of the fact that there has been an agreement between the Opposition and the Government that we should have Non-official Bills on Friday because there has been no non-official day this session at all, and as I understand the Opposition is prepared to meet on Saturday, I feel that this will meet the purpose.

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, as I said, we want both Friday and Saturday for Government business.

Mr. SPEAKER: I told them about this but they are not willing.

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, may I make an appeal to the Opposition leaders. After all, Government, as far as this session is concerned, brought in two major Bills. With a view to meet the wishes of the Opposition to a certain extent and with a view to bring about an agreement on these two measures, they agreed to the recommittal of one of the Bills to the Select Committee and, as far as the other Bill was concerned, Government agreed to sit unofficially with the leaders of the Opposition in order to bring about an agreed Bill. At the request of both parties this House has been adjourned on a number of days in the hope that we will be able to bring about a settlement and get an agreed Bill.

The position now is that we want that if there is no agreement, Government should be in a position to get this Bill through or at least as far as possible before the end of the sesion, and I would appeal to the leaders of the Opposition and particularly to Dr. Syamaprasad Mookerjee, who is not here and who is keenly interested in this Bill, to take into consideration the attitude adopted by Government.

(At this stage Dr. Syamaprasad Mookerjee entered the Chamber.)

Mr. JOGESH CHANDRA GUPTA: Dr. Mookerjee has come. You may now repeat what you have said.

The Hon'ble Khwaja Sir NAZIMUDDIN: As I said, I have appealed to the leaders of the Opposition and also to Dr. Syamaprasad Mookerjee who is keenly interested in this Bill that in case there is no agreement, at least to make a genuine attempt to get this Bill through this session. Dr. Syamaprasad Mookerjee was not here and I would like to repeat that two major Bills were introduced and with a view to bringing about an agreement and better relationship between the two communities, Government agreed to the recommittal of one of the Bills and with regard to the other Bill, they agreed to sit informally with the leaders of the Opposition for the purpose of coming to a settlement

and we had to adjourn a number of days, when we could have gone on with the Bill, merely for the purpose of coming to a settlement. In case we do not come to a settlement, we would like that full opportunity should be taken of the remaining days of the session either to finish this Bill this session or to get as far ahead as possible. Otherwise, the position is that practically during the whole of this session we have spent such a large number of days doing nothing whatsoever. In view of the fact that we have made practically a very genuine attempt and an attempt has been made on both sides for a settlement as far as the Secondary Education Bill is concerned, it will be only fair and proper, I submit, on the part of the Opposition if they will allot as many days as possible and sit as long as they can in order to get this Bill through.

Sir, as far as parliamentary procedure is concerned—I am speaking subject to correction—when important Bills are brought in, there are rules in Parliament for suspension of certain rules to enable those Bills to get through. Unfortunately, we have not got such rules here; otherwise it would have been possible for us also to get along. But whatever powers we have within our rules, those powers should be allowed to be exercised and we would like to exercise them with the co-operation and consent of the Opposition to enable us to get ahead with this Bill and, if possible, to try to finish it It may be argued that in the number of days that are left it may not be possible with the best effort and with genuine attempt on the part of the House to finish this Bill before the end of the session. I am prepared to accept that proposition, but I still feel that members of the Coalition Party, Government and, I submit, the other members of the House should put forth their best effort so that they may feel that they have conscientiously discharged their duty during this session and the whole of this session has not been entirely wasted and that something has been achieved. Therefore, I would request that the honourable members will agree to have Government business done on Friday. Just as I said, the rules contemplate that in case of emergency or necessity Government can requisition non-official days for Government business. At the time when this rule was discussed, those who were members of the Committee will remember that Government were very reluctant to give an absolute power that Friday should always be for non-official business. According to the parliamentary practice we maintain and it was provided in the rules that whenever Government felt it necessary for Government business they would be able to requisition non-official days for Government business——

Dr. NALINASKHA SANYAL: That is not in the rule.

The Hon'ble Khwaja Sir NAZIMUDDIN: I think it is there. I am speaking from memory subject to correction. I think there is in the rule provided that Government, if they like——

Mr. SPEAKER: The rule runs thus: Except at the meeting on Friday of each week, Government business, unless the Governor otherwise directs, shall have precedence at every meeting of the Assmbly, provided that, with the permission of the Speaker, Government business may have precedence on any Friday. So, there is that power.

Dr. NALINAKSHA SANYAL: It is subject to the Speaker's permission.

The Hon'ble Khwaja Sir NAZIMUDDIN: Yes, with the consent of the Speaker.

Dr. NALINAKSHA SANYAL: Sir, if I am permitted to discuss what passed in the Rules Committee, Sir Nazimuddin will remember that there we very definitely made it clear that the Speaker will not give his consent in this regard unless emergencies arise like war or something like this when there would be necessity for suspending the rule.

The Hon'ble Khwaja Sir NAZIMUDDIN: I am sure that at the time when these rules were discussed, war was not there. The precedent of the House of Commons was quoted. In the House of Commons Government have got absolute right. Here in view of the representation of the Opposition, Government agreed to have the consent of the Speaker, and they felt sure that in cases where Government could make out a good case, they would naturally get the consent of the Speaker. For this reason may I submit here that this is one of these cases where we feel that we are genuinely entitled to have "Friday" for Government business, because as far as this Bill is concerned, we have adjourned the business of the House for a number of days when we could have gone on with the Bill, to enable both sides to come to an agreement with the result that now we are reduced to a position where we may not even be able to get through this Bill in this session? Therefore, I submit, Sir, on behalf of the Government that this is one of those cases as contemplated in the rules where Government should be allowed to have "Friday" for official business instead of non-official business.

Dr. NALINAKSHA SANYAL: May I correct you in one point? The House of Commons has got no authority there for the Government to change the date. It is the Speaker only who can do so.

Mr. FAZLUR RAHMAN (Dacca): No; no.

Dr. NALINAKSHA SANYAL: Yes; I shall show you the rules presently.

Mr. SPEAKER: Anyhow let me clear up the position. I think for the time being we might forget everything, about rules, etc. Sir Nazimuddin has made an appeal. As a matter of fact, we have lost a number of days with a view to try to come to an honest agreement, and I believe that if the history of these negotiations, and the efforts that have been made to make these negotiations successful, are ever published, everyone in Bengal will pay a genuine tribute to everybody who has been in that conference. In view of these facts, and as Government have lost so many days in view of the arrangements which they propose to make, is it possible, by agreement of all sections of the House and, without jeopardising the rights of the House, for the Opposition to agree to Sir Nazimuddin's proposal? I think, Sir Nazimuddin, this is what you want to say.

The Hon'ble Khwaja Sir NAZIMUDDIN: Yes, Sir.

Mr. SPEAKER: After all, it should be realised that if there is a compromise, the whole perspective will be changed. There is absolutely no doubt about that. In case no compromise becomes possible, at least they will be able to explain to their party saying that "we are going on with this Bill," and thus make their position easy. I feel that probably Government will have a better case for their own party if there is an understanding arrived at.

Mr. KIRAN SANKAR ROY: Mr. Speaker, Sir, I do not know if I have heard Sir Nazimuddin correctly, but I think he said that there had been many adjournments merely for the purpose of compromise. I do not like the word "merely." I think, Sir, if we have spent some time for compromise, it has been very well-spent, and as you have said if ever the proceedings of this conference were published, everybody would pay tribute to the sincerity and determination of the members who have tried for compromise.

Now, Sir, as regards the extra day I understand Mr. Bose and Dr. Mookerjee agreed that there should be an extra day, because there was an adjournment to condole the death of the Maharajadhiraja of Burdwan. We are prepared to sit on Saturday morning. That would suit us, but as regards Friday, that is a day reserved for non-official purposes and we are not prepared to give up that date. We have already lost many Fridays. Therefore, Sir Nazimuddin,—I am addressing you directly,—I am making this suggestion that we are prepared to sit on Saturday morning, but as regards Friday I request you to leave that day for non-official business. After all, if we come to a compromise, the whole thing will be finished very soon. Taking

the worst view of things, if we do not come to an agreement, it will not be possible or wise for you to rush this Bill through in this manner. You will have to give us some time for proper discussion and voting.

Mr. SPEAKER: I hope there will be no misunderstanding. The Opposition have agreed to sit on Saturday. There is no difficulty about that. Sir Nazimuddin has said that if there be an agreement that they will meet on Saturday, is it further possible that the Secondary Education Bill will also be taken up on Friday instead of non-official business? That question is wholly foreign, namely, whether they will meet on an extra day or not. As a matter of fact, they are meeting on an extra day, they will meet on Saturday.

Mr. SANTOSH KUMAR BASU: Sir, I am glad that Sir Nazimuddin has acknowledged the spirit in which the work has been carried on in the Conference by both sides, but I join issue with him when he says that on account of the adjournments which were necessitated by this Conference Government have lost several days in connection with the Secondary Education Bill. I would also like to remind him that it is not the Government alone who have lost some days, but the Opposition also who have lost as many as three non-official days. It was by mutual agreement that we agreed to have the sittings of the Assembly adjourned in order to see that the good work which was being carried on outside the Assembly might be brought to a successful fruition. Therefore, so far as the loss of days is concerned, we are on a par with each other. We are also very much anxious to maintain our rights with regard to non-official days, particularly in view of the fact that several non-official Bills and resolutions have been tabled from this side of the House, and, if there has been a loss both sides have lost their days. Under the circumstances, I do not think, Sir Nazimuddin can insist that the Opposition may be called upon to lose another non-official day in order to enable Government to carry on the discussion with regard to the Secondary Education Bill. So far as the programme already circulated to us is concerned, to-morrow is the last non-official day of this session and non-official business still outstanding may to some extent be brought up to-morrow and the members may get a chance of placing their viewpoints in connection with the business which is pending in the agenda for to-morrow. I would, therefore, ask Sir Nazimuddin not to insist upon annexation of another non-official day to the official list of days, but to be content with the offer which has been made from this section of the House that we agree in view of the assurances given by Mr. Bose and Dr. Mookerjee that we shall sit on Saturday this week. I think having regard to the spirit to which reference has already been made, Sir Nazimuddin would not do anything to ruffle the atmosphere and to disturb that spirit by

insisting upon having one extra day out of the non-official side, although it is admitted by him that that will not help him to dispose of the Bill in this session. If that is not humanly possible, why insist upon having one day, the last day, from the non-official side and deprive us of the right, a valued right, which we have secured by discussion in the Rules Committee? This point I am requesting Sir Nazimuddin to consider. If by annexing one more day he could have a reasonable chance of finishing during this session all the motions which have been tabled that would have been a different matter. In that case the value of this one day would have been enhanced. Having regard to the fact that there is hardly any human chance of this Bill with its enormous importance being finished in this session, as Sir Nazimuddin himself has been pleased to state, I am appealing to him again in response to his appeal not to insist upon having this non-official day of all non-official days—this being the last one—but to be satisfied with our willing offer to sit on Saturday.

Mr. SPEAKER: May I suggest one thing, and I hope this will meet with approval of all sections of the House. After all a day means three hours and I can with the consent of all sections of the House get another extra three hours in about 5 or 6 working days. I hope this will satisfy all sections of the House.

Dr. NALINAKSHA SANYAL: Before any decision is taken, may I draw your attention to the House of Commons Manual of Procedure, Standing Order No. 4, published at page 264 of the House of Commons Manual and refresh the memory of both Sir Nazimuddin and Mr. Fazlur Rahman who poses to be the constitutional expert of the Coalition Party? The rule runs thus:—

Mr. SPEAKER: I think you are also the constitutional expert of the other side! (Laughter.)

Dr. NALINAKSHA SANYAL: It reads as follows: "Unless the House otherwise direct—

(*a*) Government business shall have precedence at every sitting except after a quarter past eight on Tuesday and Wednesday and the sitting on Friday;"

and this is explained in a note stating that "the practical effect of this order is before Easter private members have the time after 8-15 p.m. on Tuesday and Wednesday and the sittings of Friday for their business, priority being reserved on Tuesdays and Wednesdays for notices of motions and on Fridays for public Bills other than Government Bills, commonly called private members' Bills".

Mr. SPEAKER: That will do. I take it that the House has agreed to my suggestions.

Maulvi SYED ABDUL MAJID: Have the Opposition agreed to it?

Mr. SPEAKER: Leave that to me. I think we can certainly work half an hour or three-quarters of an hour extra on other days and thus make it up.

Now, as regards the programme, I am anxious to know what is going to be the future programme. I hope that it is the intention of Government to finish on the 18th.

The Hon'ble Khwaja Sir NAZIMUDDIN: We are not in a position just now to say that. We may be able to intimate to you in two or three days' time.

Mr. SPEAKER: I am particularly anxious to know it. I did not want to say it, but it is a fact which is probably known to many—that for the last few days I have been working under very great disadvantages, but as I feel that I have a duty to perform I am carrying on in spite of my discomforts and ill-health. It would be of great convenience to me if I know definitely the date on which the session will close. Will it be possible for Government to let us know to-morrow at least?

The Hon'ble Khwaja Sir NAZIMUDDIN: By Monday we shall be able to let you know.

The Hon'ble Mr. A. K. FAZLUL HUQ: We shall try to intimate to you on Saturday if possible.

Mr. SPEAKER: You know very well that one has to make arrangements and it is difficult to make them within two or three days.

Dr. NALINAKSHA SANYAL: It would be impossible to reserve accommodation on trains unless timely notice is given.

Mr. SPEAKER: I am not looking at it from that point of view. If I am to continue, it will be under great personal disabilities.

Mr. SANTOSH KUMAR BASU: After that appeal, I do not think that anything need be said from this side. So far as the last date is concerned, we have very definite views that 18th should positively be the last date. After that our religious ceremonies begin.

Mr. SPEAKER: This amendment is very contentious, and if a closure motion is moved, Government will not have an opportunity to explain, and I feel that the House ought to know the Government point of view. I think that the rules permit me to call upon the Hon'ble Chief Minister to give a reply after one speaker has spoken and then allow the debate to continue with other speakers.

Mr. I. D. JALAN: Sir, I have much pleasure in supporting the motion moved by my honourable friend Dr. Syamaprasad Mookerjee. My previous speakers have explained that the definition of secondary education as it is found in the Bill is not satisfactory because it really does not define what is meant by secondary education, but it simply gives a negative view of the definition of secondary education and it gives a great amount of discretion to the provincial Government to say as to whether any other form of education comes within the purview of secondary education or not. Sir, it would be an easy matter to leave many things to the provincial Government as it is likely to be in the ordinary course of business. But as matters stand at present, I must confess that there is a great amount of distrust in the Government as it is constituted to-day. The Government which has got the destiny of this province and which is going to be vested with these wide powers does not equally enjoy the confidence of a considerable portion of the population of this province and naturally in the communal atmosphere which is prevailing in the country at present and in this province in particular it becomes difficult to leave matters to the provincial Government and to its discretion, especially a matter which is of such vital importance as the definition of secondary education. The whole Bill rests upon this idea as to what we mean by secondary education and what are the things which we want to entrust to the Secondary Education Board. It is, therefore, absolutely necessary that we should give a definition of secondary education in the Bill itself and should not leave it to the discretion of the Provincial Government to include one branch of education or the other. It is with a view to safeguard this position that the present amendment has been moved by my esteemed friend Dr. Mookerjee who is well conversant with the educational problems of this province. So far as the definition goes, it elaborates what are the things which we wish to include within its sphere. Firstly, we say that there should be secular education and secondly we say that it should comprise also special education. So far as special education is concerned, I don't think that there is much dispute between the different sections of this House as the Chief Minister said the other day the objection from the point of view of Government is not because the Government does not want to bring it within its purview but because the Government feels that it is difficult for the Government at one stroke to take upon its shoulders the responsibility of special education in this province. Sir, in order to

meet this contingency sufficient safeguards can be introduced in the Bill empowering the Government to defer the taking over of this special branch of education for a short time or for such time as may be thought expedient. But the real controversy which rages in this House is with regard to the question as to whether religious education should form part and parcel of secular education or not. Enough has been said about the importance or the unimportance of religious education being imparted in these secondary schools. My friends on one side have stated that religious education should be absolutely discarded. On the other side, friends have insisted upon religious education to be put in the forefront of our secondary education.

Sir, so far as our education is concerned we are primarily concerned with the type of education which could give us our *dal bhat* and that is the education which the Government is going to provide for. Sir, I do not wish to minimise the importance of religion in the life of a human being, especially in a country like India in which religion plays such an important part in our everyday life. So far as even Muslim countries such as Egypt and Turkey are concerned in order to have political advancement of the country, they have relegated religion to a very unimportant position. They have thought that religion brings conservatism and impedes the political advancement of the country. Therefore in the larger interests of the country, they have not given undue importance to religion in the everyday affairs of the country. But so far as our country is concerned, we are still politically backward. We have not still got that yearning for independence, that yearning for political advancement which is absolutely present in those countries, which have achieved their independence, and that is the reason why even at the cost of independence, we are laying too much stress upon our religious differences in this country.

So far as our Congress Party is concerned, it stands for political freedom of this country and that is the goal which it has got in its view and that is the reason why we do not want that the question of religion should form a very integral part of our studies which are imparted under the auspices of a government which must be communal in its nature on account of the situation in which we are living at present. This does not mean that we do not desire that there should be a religious education in this province or in this country, but what we do wish to emphasize is that we do not wish to impede the political advancement of the country by laying too much stress upon religion and religion alone. Sir, so far as religion develops the character of a human being, such as truthfulness, honesty, integrity and all these qualities, there is no difference between one religion and the other, whether it is Hinduism or Muhammadanism or Buddhism or whatever religion it may be. Every religion will insist upon truth, upon non-violence, upon honesty and upon those qualities which are essential

for the material advancement of a human being in any society, in any country whatsoever. The difference lies in dogmas and beliefs which have got very little connection with the material problems which concern one country or the other. Whether we believe in Ram or Krishna or whether we believe in Allah or other God, it is immaterial so far as the question of *dal bhat* is concerned, and that is the question with which we are concerned.

Sir, so far as our country is concerned religious dogma has created havoc. It has impeded our progress in this country, it has been a clog on the wheel of political advancement. In spite of 60 years of agitation which has been carried on by the Congress in order to achieve Hindu-Muslim unity we are yet as far distant from the achievement of our goal as we were 50 years before; rather our progress has been impeded. In this view of things we would have very much liked to do away with the religious aspect of the education in our secondary schools. But after all we have got to face the realities of the situation and the realities are that our country is ridden with religion and Hindus and Muslims alike feel that religion must be imparted in our school education. We must be educated in the tenets of religion, and if that be so, unless and until there is a change in the mentality of the people inhabiting this country we have got to take the position as it is and we have got to yield to a position which is not the ideal position considering the interests of the country. It is for this reason, Sir, that this amendment has been moved. This has been moved not only to provide for the education of Muslim religion and culture but also to provide for the education of Hindu religion and culture. Really, Sir, as soon as the Muslims of the province desire that in the secondary schools in which Hindu and Muslim children are going to be educated side by side, that the system of their religion and their culture should be one of the main curriculums of such schools, there is no reason why the Hindus should not insist upon provisions being made for their religion and their culture. The case is just like this. When a Mamdo on the tamarind tree of the Hon'ble Chief Minister is going to create a disturbance, there should be a Brahmadaitya to protect others from such disturbances. It is nothing else than that. It is a counter-blast of what the other side wants. It is just a counter-blast of a Mamdo by a Brahmadaitya.

As appears from the remark of Dr. Syamaprasad Mookerjee I feel that that is one of the clauses which has been agreed upon between the Government and the Opposition, and I feel that there is no reason why, if the Government feel that this is the right state of affairs which ought to find provision in the Bill, they should not accept our amendment, irrespective of other considerations which are there. This is all I have got to say, Sir.

Mr. R. J. HAWKINGS: Mr. Speaker, Sir, I rise to give the views of my party on this amendment. We feel, Sir, that the definition of secondary education in the Bill is unsatisfactory. It does not give sufficient direction to enable the Board to direct their activities and clause 9(*a*) under which Government may by notification declare any form of education not to be secondary education seems to us undesirable. We welcome, therefore, any definition which will give clear indication as to the lines which the different forms of secondary education will take.

With regard to the first two clauses of the amendment we have no special comment to make.

Sir, we listened yesterday to a number of impassioned speeches from the honourable members of the Opposition calling for education of a universal form instead of national ones. Without in any way decrying these admirable sentiments we feel that practical difficulties of the coming years are more likely to be met by clauses (*b*), (*c*), (*d*) and (*e*) of this amendment than by any optimistic hopes of an undefined universal culture which India has never yet seen.

As regards technical education, we feel that in any definition of secondary education it is of the utmost importance to define technical, agricultural and industrial education in its various forms. We have spoken on this point at some length on previous occasions and we feel that any addition or alteration in this Bill which will enable the Board, when it is constituted, to implement special training of this kind, particularly as regards engineering, agricultural and allied trades will be of definite advantage.

But in this amendment as it stands there is no provision for any period during which the Board should take over these various institutions and we feel it is unreasonable to expect the Board, as soon as it is constituted, to take over the control of the various technical and agricultural institutions. We feel, therefore, that there should be a period of 4, 5 or possibly 6 years during which the Board will take over gradually, without interruption of their work, these institutions.

We understand that Government are not prepared to accept such a revised amendment as they first wish to consult the various departments concerned. We understand further that if an amendment similar to this but with the necessary provision for a transitional period is moved in the Council Government would accept it. In such a case, Sir, we would support that amendment and hope that it will improve the Bill.

(Srijut Narendra Nath Das Gupta rose to speak.)

Mr. SPEAKER: The Hon'ble the Chief Minister will now speak. Mr. Das Gupta may speak after him.

Dr. NALINAKSHA SANYAL: Sir, is it fair? We have still time. There was a District Magistrate in my district who said, "Let me pass the sentence and the pleader may speak thereafter." (Laughter.) It would be like that.

The Hon'ble Mr. A. K. FAZLUL HUQ: I won't say many things. I will only say a few words and then take you to some room over there, so that we may sit together and work and try if we can come to an agreement.

Sir, I very much regret that the proceedings of the House during the last few days have been lacking something in reality. We have been carrying and speeches are being delivered not for the purpose of having a real debate but for the purpose of killing time. (Cries of "No, no" from the Congress Benches.) We are placed in an awkward position. If there is a settlement, there will be a happy ending of all our troubles, but if unfortunately there is no settlement we have been pushed to a position, from which escape for us is impossible, for the Coalition Party will take us to task saying that we have not been able to show this session any substantial work towards placing this Bill on the statute book. I do not blame anybody. We are still waiting to see that this settlement is arrived at. The difficulty has been, Sir, that we have been trying to solve a problem which has baffled solution up to now in whatever form it has come up and the best of politicians have failed. If we can do something, Sir, it will be a record event in the political history of India. I am going to make a final attempt with my friends and I hope we renew our labours with the best wishes of all concerned in the welfare of education in this country.

Before I go, Sir, I wish to make the Government position absolutely clear. The motion that was moved yesterday is very much on the same lines as the present motion except that this is more explicit and it does not exclude non-secular education. As I pointed out yesterday, Government agree that these forms of special education must form part of the secondary education in this country. (Cries of "Hear, hear" from the Congress Benches.) But unfortunately according to the division of work many of these forms of additional activities are entrusted to various departments and we require a sort of transition period. We cannot immediately transfer the administration of vocational and other education to any Board unless preparations are made beforehand to hand over the control from the present heads of departments to the Board. From that point of view, this motion is not acceptable, but I give this promise that we shall take this matter into consideration and it may be that at a later stage—if there is a compromise, at whatever stage it may be decided—we will implement the suggestions that have been made in this motion in the

definition of secondary education. I do not say that we are opposed to the motion, but at the present moment we cannot accept it. But if I oppose it, it does not mean that Government does not accept the suggestion that this should form part of secondary education. It is only on account of technical difficulties that we cannot accept the motion in the present form, and from that point of view and also with a view to leave the House now I have no other comments to make. I am sorry I have got to oppose the motion.

Srijut NARENDRA NATH DAS GUPTA : Mr. Speaker, Sir, এই মাধ্যমিক শিক্ষা বিল সম্বন্ধে এতদিন ধরে আমাদের এবং গভর্ণমেণ্টের মধ্যে যে আলোচনা চালান হয়েছে তা যদি একটু আন্তরিকতার সহিত চালান হত তাহলে গভর্ণমেণ্টেরও এই অবস্থায় সম্মুখীন হতে হতনা, আমাদেরও না। Vocational Education সম্বন্ধে প্রধান মন্ত্রী মহাশয় ভরসা দিয়েছেন যে তিনি Vocational Educationকে মাধ্যমিক শিক্ষাবোর্ডের অন্তর্ভুক্ত করার মূল নীতিকে স্বীকার করেন কিন্তু বর্ত্তমানে সেই নীতিকে কার্য্যকরী করা অতীব দুরূহ বলে তিনি তা করতে পারছেন না। দ্বিতীয় কথা হচ্ছে General Educationএর মধ্যে যেমন Secular Education থাকবে তেমনি বিভিন্ন সম্প্রদায়ের জন্য ধর্ম্ম এবং সংস্কৃতিমূলক শিক্ষার ব্যবস্থা থাকবে। আমার কোন কোন বন্ধু বলেছেন যে ধর্ম্ম শিক্ষা সংস্কৃতি শিক্ষা দ্বারা জাতীয়তার পক্ষে বিঘ্ন সৃষ্টি করা হবে—আমি তা বিন্দুমাত্র স্বীকার করতে রাজী নই। বরং একথাই জানি যারা ধর্ম্ম বুদ্ধির দ্বারা উদ্বুদ্ধ তারা যে রকম নিষ্কাম ভাবে দেশ ও জাতির সেবা করতে পারে, তেমনভাবে যারা ধর্ম্মের শিক্ষা পায়নি তারা পারে না। যারা জড়বাদী তারা জড়ের সন্ধানে ছুটবে। তারা ধর্ম্মের প্রেরণায় ত্যাগের পথে উদ্বুদ্ধ হবে না। তারা যে কোন সময় নিজের আদর্শকে ত্যাগ করে জাতীয়তা এবং স্বাধীনতার প্রতি বিশ্বাসঘাতকতা করতে কুণ্ঠিত হবে না। নীচতা, খলতা, স্বার্থপরতা ও ইন্দ্রিয়পরায়ণতা দূর করে মানুষকে মহামানবত্বে প্রতিষ্ঠিত করাই ধর্ম্মের এক মুখ্য উদ্দেশ্য। সাধনা সত্ত্বেও লোককে পার্থিবতার মোহ আকর্ষণ করে পাপ পথে পরিচালনা করে এমতাবস্থায় যদি লোকের মনে এই ধারণা জন্মান যায় যে ধর্ম্ম শুধু নিরর্থক নয় হানিকর, তবে নীচতা, স্বার্থপরতা ও ইন্দ্রিয়পরায়ণতার কবল থেকে রক্ষা করার কি উপায় থাকবে? তাই জড়বাদী দেশকামী দুর্দ্দিনের মধ্যেই দুষ্কর্ম্মরূপে আত্মপ্রকাশ করে থাকে। আমি দেখতে পাচ্ছি যারা জাতীয়তার নামে ধর্ম্ম-শিক্ষায় আপত্তি করছে তারা ভারতের জাতীয়তার অতীত ইতিহাস সম্বন্ধে অজ্ঞ। যে সমস্ত নেতা ভারতের জাতীয় আকাশে বর্ত্তমান কালে আদর্শরূপে প্রতিভাত রয়েছেন তাদের প্রত্যেকের জীবনেই আধ্যাত্মিকতার সাধনার ধারার এবং প্রেরণার জলন্ত, জীবন্ত সাক্ষ্য। লোকমান্য তিলক, মহাত্মা গান্ধি, পণ্ডিত মদনমোহন মালব্য, আমাদের বাংলার শ্রী অরবিন্দ ঘোষ এবং দেশবন্ধু চিত্তরঞ্জন প্রত্যেকের জীবনেই আমরা আধ্যাত্মিকতার প্রেরণা দেখতে পাই। সেই আধ্যাত্মিকতার প্রেরণা যদি আমাদের শিক্ষায়তনের মধ্যে না থাকে তাহলে আমাদের বালক বালিকাদের এবং যুবক যুবতীদের অন্ধ জড় সংস্কার থেকে মুক্ত করে প্রকৃত মানবতার পথে পরিচালিত করা সম্ভবপর হবে না। বিগত দেড়শত

বৎসর ইংরেজদের আমলে সেই চেষ্টা হয়নি বলে প্রকৃত জাতি গড়ে উঠতে পারেনি। এ দেশে ইংরাজী শিক্ষা এসেছিল কেরাণী তৈরারী করবার জন্য। যে বিশ্ববিদ্যালয়গুলির সৃষ্টি হয়েছিল সেগুলি মানুষ সৃষ্টি করবার জন্য পরিকল্পিত হয়নি। আমরা বিদেশী রাষ্ট্রের গোলামির সঙ্গে সঙ্গে তাদের ভাবের গোলাম হয়ে পড়েছি। তারা যে ভাবে আমাদের শিক্ষিত করেছে তাতে কতকগুলি অন্ধ সংস্কার আমাদের মস্তিষ্কে প্রবেশ করেছে যে ধর্ম্ম ও সংস্কৃতির কোন প্রয়োজন নেই কারণ আমাদের ধর্ম্ম ও সংস্কৃতির উপর ভিত্তি করে শিক্ষা দানে তাদের কোন প্রয়োজন ছিল না, পরন্তু চিরগোলাম রাখার পক্ষে উহার কার্য্যকারিতা খুব বেশী। কিন্তু আমাদের গোলামী বুদ্ধি এই কথা মেনে নিলে যে সাহেবরা যেভাবে ধর্ম্ম ও সংস্কৃতিহীন শিক্ষা দিতেছে উহাই আদর্শ শিক্ষা এবং সেইজন্য আমার কতিপয় বন্ধু ধর্ম্মশিক্ষা সম্বন্ধে আপত্তি করেছেন। অতীত ভারতের দিকে তাকিয়ে দেখুন। যে দিন ভারত পৃথিবীতে সর্ব্বোচ্চ স্থান অধিকার করেছিল তখন জাতীয় শিক্ষা ব্রহ্মচর্য্য আশ্রম এবং গুরুকুলকে আশ্রয় করে গড়ে উঠত। যে দিন সেই শিক্ষা আধ্যাত্মিকতাবিহীন হয়ে পড়ল সেই দিন থেকেই ভারতের অবনতি আরম্ভ হল। আজ যদি ভারতবাসীকে প্রকৃত জাতীয়তার উপর প্রতিষ্ঠিত করতে হয়, যদি তাকে প্রকৃত মনুষ্যত্বের উপর দাড়াতে হয় তাহ'লে আজ তার শিক্ষাকে বিরাট মানবতার আদর্শে এবং আধ্যাত্মিকতার উপর প্রতিষ্ঠিত করতে না পারলে "স্বাধীনতা, মুক্তি, জাতীয়তা" কেবল মাত্র বাক্যে পর্য্যবসিত হবে।

তারপর কথা হচ্ছে আমরা শিক্ষাকে সুসংবদ্ধ শৃঙ্খলার মধ্যে আনতে এবং তাকে ধর্ম্মের উপর প্রতিষ্ঠিত করতে চাচ্ছি কেন? অবশ্য আমি একথা অস্বীকার করি না যে ধর্ম্মের নামে দেশে দেশে অন্তর্বিপ্লব, মারামারি, হানাহানি চলেছে। মানুষের পশুপ্রবৃত্তি যে কোন মুহূর্ত্তে যে কোন বিষয়কে উপলক্ষ করে আত্মপ্রকাশ করতে পারে। বর্ত্তমান ইউরোপে জাতীয়তার নামে হানাহানি, মারামারি চলেছে। এক রাষ্ট্র অপর রাষ্ট্রের স্বাধীনতা পদদলিত করে সাম্রাজ্যবাদের স্পৃহা চরিতার্থ করছে। কিন্তু তাই বলে একথা বলা চলে না যে আমরা জাতীয়তার বেদীতে উপাসনা করব না। আজ পাশ্চাত্য জগত বিজ্ঞানের অপব্যবহার করে তার সাহায্যে পৃথিবীর বুকের উপর ধ্বংসের লীলা চালাচ্ছে বলে "বিশ্ববিদ্যালয় থেকে বিজ্ঞান শিক্ষা উঠিয়ে দাও" একথা বলা চলে না—ঠিক তেমনিভাবে কতকগুলি দুষ্ট এবং স্বার্থপর লোক ধর্ম্মের মহান আদর্শকে নিজেদের ব্যক্তিগত স্বার্থের পরিপোষক করে লাঞ্ছিত করছে বলে ধর্ম্মকে ত্যাগ করতে বলা এর চেয়ে অধিকতর মূর্খতা আর কিছুই হতে পারে না। কাজেই এই ধর্ম্ম শিক্ষার ভিত্তির উপরই জাতীয় জীবন, সামাজিক জীবন এবং পারিবারিক জীবনকে গড়ে তুলতে হবে। ধর্ম্মকে বাদ দিয়ে যদি জাতি গঠনের প্রচেষ্টা করা হয় তা হ'লে তা ভস্মে ঘৃতাহুতির মত হবে। আজকাল স্কুলে ধর্ম্মের শিক্ষা নেই কিন্তু তাই বলে কি আমাদের দেশে ধর্ম্মের নাম নিয়ে মারামারি হানাহানি কম হচ্ছে? তা নয়। যদি ধর্ম্মের প্রকৃত শিক্ষা বিদ্যালয়ের মধ্য দিয়ে ছড়িয়ে পড়ত তাহলে সঙ্কীর্ণচেতা লোকেরা গ্রামে গিয়ে ধর্ম্মের নামে মিথ্যা আয়েৎ রচনা করে জনসাধারণকে এত সহজে উদভ্রান্ত করে সমগ্র দেশের মধ্যে লুণ্ঠন, গৃহ দাহ এবং হত্যার লীলা সৃষ্টি করে দেশের সর্ব্বনাশ সাধন করতে পারত না। কাজেই আজ এই

সাম্প্রদায়িক সংঘর্ষের দিনে সমগ্র দেশব্যাপী সমস্ত [illegible] মধ্য দিয়া ধর্ম্মের প্রকৃত স্বরূপ শিক্ষা দেওয়ার প্রয়োজনীয়তা অত্যন্ত বেশী। সুতরাং আমি মনে করি ধর্ম্ম-শিক্ষাকে মাধ্যমিক শি[illegible] দ্বারা সুনিয়ন্ত্রিত করা উচিত এবং যাতে এই শিক্ষা সমগ্র সমাজের প্রত্যেক স্তরে বিস্তৃত হতে পারে তার ব্যবস্থা করা উচিত। "ধর্ম্মেন হীনা: পশুভি: সমানা:।"

যারা ধর্ম্মকে পরিত্যাগ করে, তারা পশুর সমান। আমি আমাদের দেশের বালক বালিকাদের পশুর সমান করতে রাজী নই। কাজেই ধর্ম্মকে অবলম্বন করে যে শিক্ষা-পদ্ধতি গড়ে উঠবে সেই পদ্ধতিকে আমি অনুমোদন করি। প্রকৃত মানুষ তৈরী কর্ত্তে হ'লে শুধু গ্রন্থগত ধর্ম্মশিক্ষা দিলে চলে না তার সঙ্গে চাই ধর্ম্মকে, চরিত্রে ও জীবনে সার্থক করার সাধনা শিক্ষা ধর্ম্ম শিক্ষার আদর্শ হ'ল ইহা। কিন্তু তাই বলিয়া গ্রন্থের মধ্য দিয়া যে আধ্যাত্মিক ভাব ধারা প্রচার করা যায় তাহা বন্ধ রাখা হবে কেন? সুতরাং পাঠ্যপুস্তকের মধ্যে ধর্ম্মগ্রন্থের স্থান দান এবং ধর্ম্মব্যাখ্যা প্রথম সোপান বলে নেওয়া যেতে পারে। তারপর অন্য ধাপে উঠতে হবে। কিন্তু "শনৈ: পন্থা:, শনৈ: পর্ব্বত লঙ্ঘনম্।" আমি একথা জানি যে লোকে যখন ধর্ম্মের প্রকৃত স্বরূপ বিস্তৃতভাবে এবং সুষ্ঠুভাবে অবগত হতে পারবে তখন পরস্পরের মধ্যে মারামারি হানাহানি না হয়ে পরস্পরের মধ্যে হবে সৌহার্দ্দ স্থাপনের সম্ভাবনা অনেক বেশী। যদি শিক্ষার ভেতর থেকে ধর্ম্মকে বাদ দেওয়া যায় তাহলে পরস্পরের মধ্যে পরস্পরের ধর্ম্ম সম্বন্ধে পরিচয় এবং ভাবের আদান প্রদান না হওয়ায় পরস্পরের প্রতি ঘৃণা ও বিদ্বেষ আরও বেড়ে যাবে। যদি ধর্ম্মের ভিত্তির উপর শিক্ষা প্রতিষ্ঠিত হয় এবং সমস্ত ব্যাপার পরিষ্কারভাবে সংগঠিত হয় তাহলে রাষ্ট্রীয় জীবন সুন্দর ও বীর্য্যবান হবে; সেখানে হিন্দু, মুসলমান, খৃষ্টান বা যে কোন ধর্ম্মের লোক হউক না কেন পরস্পরের প্রতি অনাবশ্যক বিদ্বেষ এবং মিথ্যা সন্দেহ দূর করে মিলিত হতে পারে। যারা মনে করেন ধর্ম্ম আসলে রাষ্ট্রীয় জীবন ধ্বংস প্রাপ্ত হবে আমি তাদের সঙ্গে একমত নই। পরন্তু আমি মনে করি ধর্ম্ম ব্যতীত রাষ্ট্রীয় জীবন গড়ে উঠতে পারে না। যারা ধর্ম্মকে পরিত্যাগ করে রাষ্ট্রীয় স্বাধীনতা চায় তারা হাতের মধ্যে সুবর্ণ ত্যাগ করে কাঁচের পিছনে ছুটাছুটি করছে।

The motion of Dr. Syamaprasad Mookerjee that for sub-clause (*9*) of clause 2 including the proviso the following be substituted, viz.:—

"(*9*) 'Secondary Education' means education other than Primary or Post-Matriculation Examination and includes—

(*i*) General Education, namely:—

(*a*) Secular Education open to all communities,

(*b*) Education which combines instruction in general subjects with instructions in subjects appertaining to Islamic culture and religion,

(*c*) Education which combines instruction in general subjects with instructions in subjects appertaining to Hindu culture and religion,

(*d*) Education entirely in subjects appertaining to Islamic culture and religion, and

(*e*) Education entirely in subjects appertaining to Hindu culture and religion, and

(*ii*) Special Education, namely:—

(*a*) Technical Education,

(*b*) Agricultural Education,

(*c*) Industrial Education,

(*d*) Commercial Education, and

(*e*) Other types of vocational and special education as the Board may determine.",

was then put and a diviison taken with the following result:—

AYES—51.

Abul Fazl, Mr. Md.
Acharyya Choudhury, Maharaja Sashi Kanta, of Muktagacha, Mymensingh.
Azimuddin Ahmed, Mr.
Banerjee, Mr. Pramatha Nath.
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Barma, Babu Premhari.
Basu, Mr. Santosh Kumar.
Bhawmik, Dr. Gobinda Chandra.
Chakrabarty, Mr. Jatindra Nath.
Chakrabarty, Babu Narendra Narayan.
Chaudhuri, Rai Narendra Nath.
Das, Babu Radhanath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Dr. J. M.
Das Gupta, Srijut Narendra Nath.
Deloi, Mr. Harendra Nath.
Ghose, Mr. Atul Krishna.
Goswami, Mr. Tulsi Chandra.
Gupta, Mr. Jogesh Chandra.
Gupta, Mr. J. N.
Hasan Ali Chowdhury, Mr. Syed.
Jalaluddin Hashemy, Mr. Syed.
Jalan, Mr. I.D.
Jenab Ali Majumdar, Maulvi.
Khan, Mr. Debendra Lall.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nishitha Nath.
Lahiri, Babu Ashutosh.
Majumdar, Mrs. Hemaprova.
Mandal, Mr. Amrita Lal.
Mandal, Mr. Jogendra Nath.
Mandal, Mr. Krishna Prasad.
Maniruzzaman Islamabadi, Maulana Md.
Mookerjee, Dr. Syamaprasad.
Mukerji, Mr. Dhirendra Narayan.
Mullick, Srijut Ashutosh.
Pramanik, Mr. Tarinicharan.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamalkrishna.
Roy, Mr. Kiran Sankar.
Roy, Mr. Kisheri Pati.
Roy, Mr. Manmatha Nath.
Sanyal, Dr. Nalinaksha.
Sanyal, Mr. Sasanka Sekhar.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen-Gupta, Mrs. Nellie.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Sinha, Srijut Maniendra Bhusan.

NOES—82.

Abdul Aziz, Maulana Md.
Abdul Hafiz, Mr. Mirza.
Abdul Hakim, Maulvi (Mymensingh).
Abdul Hakim Vikrampuri, Maulvi Md.
Abdul Hamid, Mr. A. M.
Abdul Karim, Mr.
Abdul Majid, Mr. Syed (Noakhali).
Abdul Motaleb Malik, Dr.
Abdul Wahab Khan, Mr.
Abdulla-Al Mahmood, Mr.
Abdur Rahman, Khan Bahadur A. F. M.
Abdur Rasheed, Maulvi Md.
Abdur Rauf, Khan Bahadur Shah (Rangpur).
Abdur Razzak, Maulvi.
Abdus Shaheed, Maulvi Md.
Abidur Reza Chowdhury, Khan Bahadur Maulvi.
Abul Hosain Ahmed, Mr.
Ahmed Ali Enayetpuri, Khan Bahadur Maulana.
Ahmed Ali Mridha, Maulvi.
Alfazuddin Ahmed, Khan Bahadur Maulvi.
Amiruddin, Khan Sahib Maulvi.
Ashrafali, Mr. M.

Ashad Hossain Khan, Khan Bahadur Maulvi.
Azhar Ali, Maulvi.
Biswas, Mr. Rasik Lal.
Das, Rai Sahib Kirti Bhusan.
Dass, Babu Debendra Nath.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh).
Gladding, Mr. D., O.I.E.
Gurung, Mr. Damber Singh.
Hafizuddin Choudhuri, Maulvi.
Hamilton, Mr. K. A.
Hasanuzzaman, Maulvi Md.
Hosina Murshed, Mrs., M.B.E.
Hotemally Gamadar, Khan Sahib Maulvi.
Hawkings, Mr. R. J.
Haywood, Mr. Rogers.
Henry, Mr. Davids.
Hedge, Mr. H. R.
Idris Ahmed Mia, Maulvi.
Jalaluddin Ahmad, Khan Bahadur Maulvi.
Kazem Ali Mirza, Sahibzada Kawan Jah Syed.
Kennedy, Mr. I. G.
McGregor, Mr. G. G.
Mafizuddin Choudhury, Maulvi.
Mandal, Mr. Banku Behari.
Mandal, Mr. Jagat Chandra.
Maniruddin Akhand, Maulvi.
Miles, Mr. C. W.
Mohammed Ali, Khan Bahadur.
Morgan, Mr. G., O.I.E.
Mozammel Huq, Maulvi Md.
Muhammed Afzal, Khan Bahadur Maulvi Syed.
Muhammad Israil, Maulvi.
Muhammad Siddique, Khan Bahadur Dr. Syed.
Muhammad Sulaiman, Khan Bahadur Maulvi.
Mullick, Mr. Pulin Behary.
Murtagawzai Haque, Mr. Syed.
Nasarullah, Nawabzada K.
Nazimuddin the Hon'ble Khwaja Sir, K.C.I.E.
Pettinger, Mr. G. U.
Razaur Rahman Khan, Mr.
Roy, Mr. Dhananjoy.
Roy, Mr. Patiram.
Sadaruddin Ahmed, Mr.
Sahebe-Alam, Mr. Syed.
Sanaullah, Dr.
Sarkar, Babu Madhusudan.
Serajul Islam, Mr.
Shamsuddin Ahmed Khondkar, Mr.
Sirdar, Babu Litta Munda.
Smith, Mr. H. Brabant.
Stark, Mr. A. F.
Steven, Mr. J. W. R.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Whitehead, Mr. R. B.
Yousuf Mirza.
Yusuf Ali Choudhury, Mr.

The Ayes being 51 and the Noes 82, the motion was lost.

Mr. SPEAKER: Mr. Biswas's next amendment No. 36 is out of order. If his amendment is accepted then "Secondary Education" would mean education other than post-matriculation education. It will include primary education which is against the whole scope of the Bill. Then comes Mr. Manmatha Roy's amendment No. 37 which wants to omit proviso (*a*).

Mr. MANMATHA NATH ROY: So far as my amendment No. 37 is concerned, it is largely covered by the amendments 661 and 662 already disposed of, and it also contemplates something more.

Mr. SPEAKER: Do you want to move amendment No. 39?

Mr. MANMATHA NATH ROY: Yes, Sir. I beg to move that in clause 2, the paragraph (*a*) of the proviso——

Mr. SPEAKER: Are you moving amendment No. 37? I am afraid it is not in order. You better move 39.

Mr. MANMATHA NATH ROY: Sir, I want to move both 37 and 39.

Mr. SPEAKER: I am doubtful whether 37 is in order.

Mr. MANMATHA NATH ROY: Sir, there is something in it more than what has already been disposed of.

Mr. SPEAKER: No; this seems to be not in order. The whole contention of the House has been that secondary education means something more than primary education. Here you want to take away the power. This is inconsistent with all other motions.

Mr. MANMATHA NATH ROY: Sir, with regard to my amendment No. 37, my point is this that the Provincial Government should not have the power to determine what form of education is secondary education.

Mr. SPEAKER: That I understand. But where is the clause, regarding what power you are giving and to whom?

Mr. MANMATHA NATH ROY: That should come under other motions.

Mr. SPEAKER: Those have been ruled out. I am sorry, but I am afraid your motion will be inconsistent. The real purport of the motions was that secondary education must be something more than mere school education. It will include technical education.

Mr. MANMATHA NATH ROY: The main question that my amendment raises is——

Mr. SPEAKER: It is that Government should not have the power.

Mr. MANMATHA NATH ROY: Yes, Sir.

Mr. SPEAKER: Then who is to get the power?

Mr. MANMATHA NATH ROY: It may be the Board or the Legislature.

Mr. SPEAKER: Where have you said that?

Mr. MANMATHA NATH ROY: I have not said that in so many words——

Mr. SPEAKER: Unless you have said that, you cannot raise the point.

Mr. MANMATHA NATH ROY: Sir, my amendment is this that, at all events, whatever authority may have that power, the Provincial Government ought not to have that power.

Mr. SPEAKER: I agree, but that is another matter altogether.

Dr. NALINAKSHA SANYAL: May I submit, Sir, that it will not entirely jeopardise the possibility of the Provincial Government interfering in certain respects? As we have not been able to convince the majority party by our omnibus motion moved by Dr. Mookerjee, the only other alternative is that the Provincial Government may not have the power.

Mr. SPEAKER: Mr. Roy, you then better move amendments Nos. 37 and 39 together.

Mr. MANMATHA NATH ROY: All right, Sir. I beg to move that in clause 2, the paragraph (*a*) of the proviso to sub-clause (9) be omitted.

I also beg to move that in clause 2, in paragraph (*b*) of the proviso to sub-clause (9), in line 4, the words "whose decision shall be final" be omitted.

Sir, the main question raised is whether or not the Provincial Government should have the right to determine that a particular form of education is secondary education. I strongly feel that the matter should be determined not by the Provincial Government but by the Board or the Legislature.

The next thing that I point out in this connection is that the Bill is wholly silent with regard to this question as to what form of education should be secondary education, whether it should be secular education intended for both the communities or intended for only one community or education which is not purely secular but is partly denominational and if so, denominational from the point of view of one community or denominational from the point of view of both the communities.

Sir, as has been very definitely suggested in the two amendments discussed to-day, yesterday and day before yesterday, I also suggest that the form of secondary education should be determined and devised in the Bill itself by the Legislature. The Bill does not define what form of education is secondary education. The country ought to know and ought to be assured what form of education will be provided by the Board. The country should not be left in the dark as to what form of education will be controlled by the Board. The country does not yet know for what form of education this Secondary Education Board is going to be established. I submit, Sir, that that is not a

sound policy to frame the bill with regard to secondary education, and to leave it to the Government to define the form of education; the country must know and must be assured that it is such and such form of education that is to be provided and that this form of education comes under the purview of this Board.

Then, Sir, with regard to the other motion, the Provincial Government should not have the ultimate voice in determining whether a particular form of education should be under the purview of secondary education. The Provincial Government should not have arbitrary powers in this respect. The country will not appreciate that position, namely, that of leaving to the Provincial Government the whole question of determining what form of education is secondary education.

Sir, I won't repeat what has already been said about the other amendments Nos. 661 and 662, but I would adopt arguments which have been advanced in supporting those amendments. In my amendments I have not suggested which authority it is that is to determine the form of secondary education that will come under the purview of this Board, nor have I pointed out in my amendments what is the form of this education, but, the important point that I press in moving these amendments is that the Provincial Government should not have that right. It is the Board which should determine in later stages as to whether a particular form of education is secondary education or not, but before the constitution of the Board or the other authorities under the Bill it is the Legislature which will give in the Bill a definition of secondary education and the Legislature should determine what form of education is to be secondary education. The matter can not be left to Government. That is all that I urge in support of my amendments.

Adjournment.

The House was then adjourned at 7-54 p.m. till 4-45 p.m. on Friday, the 12th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Friday, the 12th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 2 Hon'ble Ministers and 38 members.

Mr. ATUL CHANDRA KUMAR: There is no quorum, Sir.

Mr. SPEAKER: Please ring the bell.

(The bell was rung for some time but there was no quorum.)

As there is no quorum, I have to adjourn the House, but before doing so, I want to know whether it would suit all sections if we meet to-morrow from 8 a.m. to 11 a.m.

Mr. SANTOSH KUMAR BASU: The idea was to meet from 8-30 a.m. to 11 a.m.

Mr. SPEAKER: Would that suit the European Group?

Mr. C. MORGAN: It would suit us just as well as any others.

Mr. SPEAKER: There being no quorum, the House stands adjourned.

Adjournment.

Accordingly, the House was adjourned at 4-50 p.m. till 8-30 a.m. on Saturday, the 13th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Saturday, the 13th September, 1941, at 8-30 a.m.

Present.

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 9 Hon'ble Ministers and 181 members.

STARRED QUESTION.

(to which oral answer was given)

Appointment of a Legal Assistant in the Legislative Department.

***155. Maulvi MOHAMMAD ABDUR RASHEED:** (*a*) Will the Hon'ble Minister in charge of the Judicial and Legislative Department be pleased to state whether it is a fact—

(*i*) that after the introduction of the Communal Ratio Rules in services, all vacancies are to be earmarked for one or other of the communal groups;

(*ii*) that the post of the Legal Assistant in the Legislative Department was advertised recently without earmarking it for any particular community; and

(*iii*) that at present non-Muslim officers are in a majority in the Legislative Department?

(*b*) Is it a fact that till recently all the officers in this department were non-Muslims?

(*c*) If the answers to (*a*) (*iii*) and (*b*) are in the affirmative, is the Hon'ble Minister considering the desirability of filling up the post of Legal Assistant by a suitable Muslim candidate?

MINISTER in charge of the JUDICIAL and LEGISLATIVE DEPARTMENT (the Hon'ble Nawab Musharruff Hossain, Khan Bahadur): The honourable member is referred to the answer to starred question No. 138 of the 10th September, 1941.

UNSTARRED QUESTIONS

(answers to which were laid on the table)

Certificate procedure in Tippera for recovery of awards by Debt Settlement Boards.

92. Mr. MAQBUL HOSAIN: (*a*) Will the Hon'ble Minister in charge of the Co-operative Credit and Rural Indebtedness Department be pleased to state whether it is a fact—

(*i*) that certificate procedure is being adopted to recover the dues of instalments given in the awards by Debt Settlement Boards in the district of Tippera; and

(*ii*) that this certificate procedure has become a cause of hardship to the agricultural debtors in this year of economic depression?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state what steps do the Government contemplate to take in the matter?

MINISTER in charge of the CO-OPERATIVE CREDIT and RURAL INDEBTEDNESS DEPARTMENT (the Hon'ble Mr. Mukunda Behary Mullick): (*a*) (*i*) Yes.

(*ii*) No, as time is granted by the Certificate Officer in suitable cases.

(*b*) The attention of the Certificate Officer has been drawn to the rules which empower him to grant time.

Nursing training classes at Campbell Medical School and Hospital.

93. Maulvi MD. HASANUZZAMAN: (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state whether nursing training classes are going to be opened at Campbell Medical School and Hospital?

(*b*) If so, when it is likely to be opened?

(*c*) Will the Hon'ble Minister be pleased to state—

(*i*) the number of students that will be admitted this year;

(*ii*) the qualification required for admission into the nursing training class;

(*iii*) whether the Superintendent has up till now received any application for admission;

(*iv*) the number of such applications; and

(*v*) the number and rates of scholarships and stipends that will be awarded to the student nurses?

MINISTER in charge of the PUBLIC HEALTH and LOCAL SELF-GOVERNMENT DEPARTMENT (the Hon'ble Nawab Khwaja Habibullah Bahadur, of Dacca): (*a*) Yes.

(*b*) The training classes will be opened very shortly and as soon as the rules for the training are finally drawn up and approved.

(*c*) (*i*) Forty students in the first year.

(*ii*) The candidate must have read up to the Eighth Standard of High English School and must be able to speak and write in English. The rules are under examination by the Bengal Nursing Council.

(*iii*) and (*iv*) Applications have not yet been called for.

(*v*) It is proposed to give the following stipends and allowances to the nurses while they are under training:—

Rs.10 per mensem in the first year of training,

Rs.15 per mensem in the second year of training,

Rs.20 per mensem in the third year of training, and

Rs.25 per mensem in the fourth year of training,

plus diet allowance of Rs.150 per annum, uniform allowance of Rs.25 per annum and *dhobi* allowance of Rs.24 per annum for each.

Held-over questions.

Mr. ATUL CHANDRA KUMAR: Sir, what about the held-over questions to be answered by the Hon'ble Minister Khwaja Sir Nazimuddin, who is not present here now?

Mr. SPEAKER: Mr. Kumar, we have only disposed of the held-over questions of yesterday, but as Sir Nazimuddin is not present here, his questions are again held over.

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Mr. SURENDRA NATH BISWAS: Mr. Speaker, Sir, I rise to support the amendments moved by my honourable friend Mr. Manmatha Nath Roy. Sir, by these amendments he proposes not to give the power to finally decide as to whether any education would be

secondary education or not, to the Government. The purport of his amendment is to give the final power to the Board. As it has been agreed among all sections of the House that minimum power should be given to Government so far as the control of secondary education is concerned, I hope that the final decision as to the form of education to be called secondary education should be left to the Board which will be constituted under this Bill, and if the Board is considered not to be quite efficient for that purpose by the majority of this House, then I propose that the final power should be given to the Legislature itself.

Then, Sir, with regard to the amendment No. 37, I want to submit that the proviso (*a*) to clause 2 (*9*) by which the Provincial Government may by notification declare any form of education to be or not to be secondary education, should be deleted from this Bill. The purport of this amendment is that the secondary education should be clearly defined by the Legislature here and now. Although the amendments proposed by the Opposition have been defeated, still the time is not yet late. I invite the Hon'ble Minister for Education to define the secondary education here and now. The reasons for the urgency of such definition have been adduced by many members of this House during the last two or three days. I do not think that I shall be able to add any more reasons, but what I want to submit is that if education is not defined by the Legislature, then the necessary consequence will be that the very same kind of education which has been imparted to the students of this province since the introduction of the University Act in 1858 will be pursued in future also. But you are aware that every right-thinking man of this province is quite fed up with the present system of education This system of education does not develop either the intellect or the capacity to work or the character. It may be argued that many brilliant students belonging to both communities, Hindus and Muhammadans, have come out of our *alma mater* with the help of this education. In their case, I submit, that in spite of this system of education these persons could be as intelligent as they have been found to be. If a person—I won't mention his name—who has not crossed even the threshold of our University could be found fit enough to be put in charge of the department of education of a higher Government, then, Sir, how can I be convinced that the education which is being imparted in this province is responsible for making a person sufficiently and intellectually equipped. Sir, I want education to be defined as Swami Vivekananda defined it some years ago. Swamiji defined education to be the manifestation of perfection already in a man. In his view and in the view of the sages, a man is born with all the requisite qualities to make a perfect man. Proper education helps the manifestation of those qualities inherent in a man. Sir, I ask the Hon'ble Minister for Education whether he maintains the view that the system of education that is being imparted in this province can develop all those qualities which are inherent in a man.

I hope not. Sir, the time has come when right-thinking people of this province, especially the Legislature which is sitting here to discuss the Secondary Education Bill should ascertain what sort of education should be imparted in this country. They should decide here and now what form of secondary education should be given to the students of this province, so that all the good qualities inherent in them may be developed. Sir, after all, every man should be so educated as to be able to earn his livelihood. There is an instinctive urge in every man to earn his food independently. Of course up to a certain age he is dependant on others, but beyond that age he is urged to earn his food and other necessaries which are the essentials of life. Sir, an education which does not help a man to earn those essentials of his life is, in my opinion, no education at all. Sir, I do not propose to say that education which is given in secondary schools shall be quite sufficient to qualify a student to earn his livelihood as soon as he passes the Matriculation Examination, but what I mean to suggest is that the elementary principle of that class of education which will qualify him to earn his livelihood should be taught in the secondary schools. Sir, if a man is wanted to take up industry or commerce or agriculture or any other vocation in his life, the elementary principles of such vocation he should be taught in the secondary schools. As a science student is required to learn the principles of science while he is in school, so a student who is expected to take up some sort of vocational training should be taught the essentials of that sort of training——

Mr. SPEAKER: You are arguing exactly against the amendment.

Mr. SURENDRA NATH BISWAS: No, Sir; what I am arguing is this——

Mr. SPEAKER: Whatever you may argue, that is not the amendment before the House.

Mr. SURENDRA NATH BISWAS: Sir, there are two amendments.

Mr. SPEAKER: Those amendments have been lost.

Mr. SURENDRA NATH BISWAS: Sir, proviso (*a*) says that the Provincial Government may declare any form of education to be or not to be secondary education. In support of this, it has been argued by the members opposite that as "education" has not been defined, some power must be placed in the hands of Government to define what form of secondary education should be imparted in this province. But we want the definition here and now. Now, what I want to submit is this; that although two amendments have been rejected in this House,

there is still time yet—as I find the Hon'ble Minister for Education and Mr. Shahabuddin are placing amendments in this House every day—for the Hon'ble the Minister for Education to submit another amendment defining secondary education and the necessity of defining education——

Mr. SPEAKER: I am afraid that is not the amendment. That is not the point. Your amendment is that Government should be given no power. You cannot put forth any argument as to whom the power shall be given. As I pointed out yesterday, the only argument that you can adduce is that the Local Government should not have the power. It is no use saying things which do not come.

Mr. SURENDRA NATH BISWAS: Yes, Sir. I want that Local Government should not be given that power. I shall certainly argue on that point, but still I think I can also argue that somebody else should be given that power.

Mr. SPEAKER: It is no use arguing in vacuum. You cannot argue in that way.

Mr. SURENDRA NATH BISWAS: All right, Sir.

In that case before I sit down I would appeal to the Hon'ble Minister in charge of Education to think over this question and consider whether sufficient provision should be made in this Bill either to define secondary education here and now or to entrust the Board with the charge of deciding as to what form of education should be secondary education.

Mr. ATUL CHANDRA SEN: Sir, I accord my whole-hearted support to the motions placed before the House by my honourable friend Mr. Manmatha Nath Roy.

Sir, you will remember that while speaking on motion No. 661 the other day, I said that this Secondary Education Bill was not really an education measure, but it was a power-grabbing measure, and I reiterate it to-day because it is true. Otherwise, how can one account for the fact that in the Bill even the final power to define secondary education has been given exclusively to Government. There is practically no provision whatsoever defining what secondary education is. Sub-clause (*9*) of the Bill says: "Secondary education means education other than primary education or post-matriculation education".

You remember, Sir, speaker after speaker the other day made it abundantly clear that this really is not a definition. It is a negation. It merely says what secondary education is not. It does not say what secondary education is. The only positive provision that is given in

the Bill is that it is for the Government to say what is secondary education. Now, Sir, I ask what is the competency of the Government to have the final word in this matter? Are the Government a body of educational experts or is it expected of any Government of the future that they would be a body of educational experts? Without meaning any reflection against any particular member of the Government to-day I do not see that any among them can speak with authority on matters relating to education. I will not go into details with regard to that question. I would only say that it is extremely untenable that the Government having no educational experts among them should arrogate to themselves the right to say the final word with regard to the definition of secondary education.

The next question is: Apart from the question of technical competency who from the moral point of view will be the competent body to have the final say with regard to the definition of secondary education in the province? Let me make it perfectly clear to the House that education is after all a matter that concerns the people more than the Government. So, the people must have the final say about it. Viewed thus, this House has a greater right than the Government to decide on the educational policy and programme in the province. This House, I know, does not really and truly reflect public opinion. I know it as a fact that to-day in this House matters are decided on almost every occasion by an uninformed majority. I know it, but still when the matter is discussed it has this advantage that the question is discussed in all its aspects. Speaker after speaker places the respective points of view of the different parties and the question is discussed threadbare. Some light is thrown and the collective wisdom of the House points to some sort of right decision, though almost on all occasions it is disregarded by the present uninformed majority. It is true that we have found after good deal of deliberation and discussion that we have not been able to influence the uninformed majority at all. But we have had this satisfaction that our side of the question has been placed, that our views have been placed and that through this House our views will go to the country and will help in bringing a better state of things in future. Therefore I say that even though this House constituted as it is now does not reflect the opinion of the country correctly and though the uninformed majority really influences the decision of the House, still it must have the final say in the matter so far as the definition of secondary education is concerned. The question of working out details may be left to the Board. I know that as matters are proceeding from day to day we are not hopeful of having a good Act which will give the Board the proper shape that is necessary for giving secondary education the right direction. We know it. Still, the Board that will be constituted will have some educational experts on it. It will be a competent body in a sense. Different points of view will be discussed by the educationists who will be there, by the members

of this House who will be there, by the members of the public who will be there. Therefore it is really expected that better justice will be done to educational subjects if they are left to the Board than if they are left entirely to the discretion of the Government. Therefore I say that this amendment is absolutely called for. I say, Sir, that this amendment should be accepted by the Government. The Government should not arrogate to themselves a right which belongs primarily and essentially to the people. The Government should not arrogate to themselves a right which they cannot properly function. The Government should not arrogate to themselves a right which they have no right to exercise.

With these words, I accord my whole-hearted support to the amendment placed before the House.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir,——

Mr. NISHITHA NATH KUNDU: Sir, I want to speak a few words.

Mr. CHARU CHANDRA ROY: A list has been given to you, Sir.

Mr. SANTOSH KUMAR BASU: May I draw your attention to the fact that a list has been given to you and we desire that the speakers whose names have been mentioned to you in that list should be given an opportunity. I know, Sir, that you may be anxious to finish this discussion to-day as early as possible. At the same time, this is a very important matter and I would ask you to reconsider your decision.

Mr. SPEAKER: May I draw your attention to the fact that the list does not contain his name?

Mr. SANTOSH KUMAR BASU: If there is any other name in that list, I would request you to allow him to speak.

Mr. SPEAKER: There is none.

Mr. SANTOSH KUMAR BASU: Anyway, Sir, it shows that the list would be adhered to.

Mr. SPEAKER: I wish to point out that in future if my discretion is questioned, I shall not accept any list. The right is vested in the Speaker to call such speakers as he likes. I have been trying to follow the practice of having lists and I have been trying to work up to it, but it seems that somehow or other even where I am absolutely correct there is a tendency to question my discretion.

Dr. NALINAKSHA SANYAL: May I submit, Sir, that it is a misunderstanding?

Mr. SPEAKER: Whatever it is, the House ought to have confidence in me. I see that there is a tendency——

Dr. NALINAKSHA SANYAL: We don't blame you in this matter, Sir.

Mr. SPEAKER: That is not the thing. I feel that more difficulties have been created by questioning my discretion.

Dr. NALINAKSHA SANYAL: Our endeavour is to help you, and the list is submitted in order to help you to get at the right men.

Mr. SPEAKER: It has been of considerable help. The moment I got this list I saw it and naturally I was not prepared to give him the chance when his name was not there.

Dr. NALINAKSHA SANYAL: It has been coming from day before yesterday, and so the Deputy Leader of the group to my left thought——

Mr. SPEAKER: I do not blame the Deputy Leader.

Mr. SANTOSH KUMAR BASU: When you said that his name was not in the list I thought that that was the reason why he was not given the chance. Naturally from that I hope that if there is an amendment later on, you will give him a chance.

Mr. SPEAKER: Subject to other exigencies of the rules.

Mr. CHARU CHANDRA ROY: His name appeared in yesterday's list. It is a mistake, Sir, that his name has not been put in to-day.

Mr. SPEAKER: May I say that his name was not there too?

The Hon'ble Mr. A. K. FAZLUL HUQ: I wish to point out to my friends of the Opposition that the amendment really is not only a very simple one but need not be at all controversial. I wish also to point out that the previous amendments having been defeated and not accepted by the House, this proviso becomes absolutely unnecessary. The previous amendments wanted to incorporate what primarily secondary education should include. That the House did not accept. That being so, the proviso becomes all important, because it allows the Provincial Government to include any form of technical or special education or exclude any form of such technical or special education.

If this power is vested in the Government the object sought to be achieved by the previous amendments would be achieved very easily by the exercise of the power which this proviso vests in the Government. In my opinion, therefore, Sir, I think that this proviso is absolutely necessary.

We have defined secondary education as education between primary and college education. My friends wanted to define secondary education as any form of secular education other than primary or post-matriculation education. The House did not accept the amendments relating to that question. This proviso says that although the definition of secondary education is to be as it is in the Bill, Government will have the power to include any other form of education to be or not to be secondary education. Therefore, the object of the amendments can be achieved by this proviso, and far from opposing this proviso, my friends ought to have supported it. In that view of the matter, I regret I cannot support the amendments.

The motions of Mr. Manmatha Nath Roy that in clause 2, the paragraph (*a*) of the proviso to sub-clause (*9*) be omitted, and that in clause 2, in paragraph (*b*) of the proviso to sub-clause (*9*), in line 4, the words "whose decision shall be final" be omitted, were then put and a division called, with the following result:—

AYES—38.

Acharyya Choudhury, Maharaja Sashi Kanta, of Muktagacha, Mymensingh.
Banerji, Mr. P.
Banerji, Mr. Satya Priya.
Basu, Mr. Santosh Kumar.
Bhowmik, Dr. Gobinda Chandra.
Biswas, Mr. Surendra Nath.
Chakraborty, Babu Narendra Narayan.
Choudhuri, Rai Narendra Nath.
Das Gupta, Babu Khagendra Nath.
Das Gupta, Dr. J. M.
Das Gupta, Srijut Narendra Nath.
Dolui, Mr. Narendra Nath.
Gupta, Mr. J. N.
Kumar, Mr. Atul Chandra.
Kundu, Mr. Nibhitha Nath.
Lahiri, Babu Ashutosh.
Majumder, Mrs. Hemaprova.
Mandal, Mr. Jogendra Nath.
Mookerjee, Dr. Syamaprasad.
Mukherjee, Mr. Taraknath, M.B.E.
Mukherji, Mr. Dhirendra Narayan.
Mullick, Srijut Ashutosh.
Nasker, Mr. Hem Chandra.
Pramanik, Mr. Tarinicharan.
Roy, Mr. Charu Chandra.
Roy, Mr. Kamalkrishna.
Roy, Mr. Kiran Sankar.
Roy, Mr. Kishori Pati.
Roy, Kshirod Chandra, Rai Bahadur.
Roy, Mr. Manmatha Nath.
Sanyal, Dr. Nalinaksha.
Sen, Mr. Atul Chandra.
Sen, Jogesh Chandra, Rai Bahadur.
Sen-Gupta, Mrs. Nellie.
Sinha, Srijut Manindra Bhushan.

NOES—83.

Abdul Aziz, Maulana Md.
Abdul Haiz, Mr. Mirza.
Abdul Hakim, Maulvi (Mymensingh).
Abdul Hakim Vikramponi, Maulvi Md.
Abdul Hamid, Mr. A.M.
Abdul Hamid Shah, Maulvi.
Abdul Kader, Mr. (alias Lal Meah).
Abdul Karim, Mr.
Abdul Latif Biswas, Maulvi.
Abdul Majid, Maulvi (Mymensingh).
Abdulla-Al Mahmood, Mr.
Abdur Rahman, Khan Bahadur A. F. M.
Abdur Rahman Siddiqi, Mr.
Abdur Rasheed, Maulvi Md.
Abdur Rauf, Khan Bahadur Maulvi S. (Howrah).
Abdur Rauf, Khan Bahadur Shah (Rangpur).
Abul Fazl, Mr. Md.
Abul Hosain Ahmed, Mr.

Ahmed Ali Enayetpuri, Khan Bahadur Maulana.
Ahmed Hossain, Mr.
Alfazuddin Ahmed, Khan Bahadur Maulvi.
Anwarul Azim, Khan Bahadur Md.
Ashrafuddin, Mr. M.
Asimuddin Ahmed, Mr.
Asiad Hossain Khan, Khan Bahadur Maulvi.
Badruddoja, Mr. Syed.
Chippendale, Mr. J. W.
Das, Mr. Anukul Chandra.
Das, Rai Sahib Kirit Bhusan.
Edbar, Mr. Upendranath.
Emdadul Haque, Kazi.
Farhat Bano Khanam, Begum.
Fazlul Huq, the Hon'ble Mr. A. K.
Fazlul Quadir, Khan Bahadur Maulvi.
Fazlur Rahman, Mr. (Dacca).
Fazlur Rahman, Mr. (Mymensingh).
Golam Rabbani Ahammad, Maulvi.
Gurung, Mr. Damber Singh.
Habibullah, the Hon'ble Nawab Bahadur K., of Dacca.
Hamiduddin Ahmad, Khan Sahib.
Hasina Murshed, Mrs., M.B.E.
Hatemally Jamadar, Khan Sahib Maulvi.
Hawkings, Mr. R. J.
Hayweed, Mr. Rogers.
Idris Ahmed Mia, Maulvi.
Mafizuddin Ahmed, Maulvi (Tippera).
Mandal, Mr. Banku Behari.
Mandal, Mr. Birat Chandra.
Mandal, Mr. Jagat Chandra.
Maniruddin Akhand, Maulvi.
Maniruzzaman Islamabadi, Maulana Md.
Maqbul Hossain, Mr.
Masud Ali Khan Panni, Al-Hadj Maulvi.
Morgan, Mr. G., C.I.E.
Moslem Ali Mollah, Maulvi M.
Muhammad Ishaque, Maulvi.
Muhammad Israil, Maulvi.
Mullick, the Hon'ble Mr. Mukunda Behary.
Musharruff Hossain, the Hon'ble Nawab, Khan Bahadur.
Mustagawal Haque, Mr. Syed.
Mustafa Ali Dewan, Maulvi.
Nasarullah, Nawabzada K.
Nazimuddin, the Hon'ble Khwaja Sir, K.C.I.E.
Pettinger, Mr. G. U.
aikut, the Hon'ble Mr. Prasanna Deb.
Rajibuddin Tarafdar, Maulvi.
Roy, Mr. Patiram.
Sadaruddin Ahmed, Mr.
Safiruddin Ahmed, Haji.
Sahebo-Alam, Mr. Syed.
Sanaullah, Dr.
Sarkar, Babu Madhusudan.
Serajul Islam, Mr.
Shahabuddin, Mr. Khwaja, C.B.E.
Shahedali, Mr.
Shamsuddin Ahmed, Mr. M.
Sirdar, Babu Litta Munda.
Speller, Mr. J. H.
Smith, Mr. H. Brabant.
Stark, Mr. A. F.
Tamizuddin Khan, the Hon'ble Mr.
Tofel Ahmed Choudhury, Maulvi Haji.
Yousuf Mirza.

The Ayes being 35 and the Noes 83, the motions were lost.

Mr. NISHITHA NATH KUNDU: Sir, I beg to move that in clause 2 (*10*) after the word "imparted" in line 2 the following be added, namely:—

"whether the school includes classes for primary education or not".

Sir, in considering these amendments, we have to consider that secondary education has been defined in sub-clause (*9*) of clause 2 of this Bill in this way: "Secondary education means education other than primary education or post-matriculation education". This defective definition, this vague definition is creating all the difficulties. When we scrutinise the Bill, these defects become so very prominent as to remind us that the sponsor of the Bill was not very careful and that uppermost in his mind was the fact that he was only anxious how to kill all education and educational systems in the province and how to usurp all the powers that Government should not have. Now, Sir, who does not know that all the secondary schools with little or no exception, namely, middle English and high English schools in the province, have primary classes? If the definition of secondary education as given in the Bill is maintained, then secondary education will

mean education other than primary education. What will then be the fate of these schools which have primary classes? Will they be disapproved, refused registration and consequently refused recognition? If it is in the mind of Government that they want to abolish all the schools which have primary classes, then certainly we shall understand that this sub-clause is quite justified as it is in the Bill, but if Government——

Mr. SPEAKER: Mr. Kundu, I do not want to interrupt you, but I hope that you will be very brief, because I understand that Government are prepared to accept this amendment in a modified form.

Mr. NISHITHA NATH KUNDU: Sir, I won't take half a second of the time of the House unnecessarily. I shall go on speaking until I am satisfied that I have said all that was necessary.

Mr. SPEAKER: I am sorry to hear about your attitude. Did you hear what I said?

Mr. NISHITHA NATH KUNDU: Sir, what I said was——

Mr. SPEAKER: Order, order. If that be the attitude which is developing among some members of the House, then it will be very difficult to carry on the proceedings.

Mr. NISHITHA NATH KUNDU: I am very sorry, Sir, but I did not quite follow what you said.

Mr. SPEAKER: That is all right.

Mr. NISHITHA NATH KUNDU: If good sense has at last dawned on the Government and if Government have appreciated the value of my amendment, I need not take any more time of the House and I commend the motion to the acceptance of the House.

Mr. SURENDRA NATH BISWAS: May I enquire whether the Hon'ble Minister will accept the amendment *in toto*? In that case no speceh is necessary.

Mr. SPEAKER: The Hon'ble the Chief Minister will explain the position.

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, Government appreciate the value and importance of this amendment so much that I can say at once that Government will be pleased to accept the amendment,

but I wish to make one or two points clear. A full-fledged high school has got primary classes, the upper classes imparting secondary education. The primary classes are financed from the primary education fund and those classes will not have the advantage of secondary education. Therefore, Sir, although we accept the amendment, we wish to make it clear that though primary classes will be financed from the primary education fund they will not have any claim on secondary education.

Mr. SPEAKER: That is not in the Act either.

The Hon'ble Mr. A. K. FAZLUL HUQ: No, Sir, it is not in the Act.

Rai HARENDRA NATH CHAUDHURI: May I put one question, Sir?

Mr. SPEAKER: Yes, you can ask for information.

Rai HARENDRA NATH CHAUDHURI: Do we understand that Government in accepting the amendment is accepting the present arrangement of the secondary schools and only for purposes of financing Government will consider the importance of the secondary stage?

Mr. SPEAKER: That is so.

Mr. SURENDRA NATH BISWAS: Am I to understand, Sir, that these arguments will apply to every school also?

Mr. SPEAKER: Mr. Biswas ought to have information by this time that any and every school is not a primary school.

The motion of Mr. Nishitha Nath Kundu that in clause 2 (*10*) after the word "imparted" in line 2 the following be added, namely:—

"whether the school includes classes for primary education or not", was then put and agreed to.

The question that clause 2, as amended, stand part of the Bill, was then put and agreed to.

Clause 3.

Dr. NALINAKSHA SANYAL: Sir, I beg to move that in clause 3 (*1*) for the words "The Provincial Government shall constitute" in line 1 the words "There shall be constituted" be substituted.

Sir, on a previous occasion I had drawn attention to the fact that it has been my good fortune to try to move amendments which are

more or less of a non-contentious nature. Here, Sir, the Bill provides that the Government shall constitute a Board. We beg to suggest as an alternative that when the Board is being constituted under a statute, the form should really be: "There shall be constituted a Board" and so on. We do not propose to lay the intiative of constituting the Board on the Provincial Government, because the Board is being constituted under statutory provisions. I do not know if this form would be found acceptable by the Legislative Department and if the drafting advisers would permit this change, but I can show any number of instances in which this form has been provided in legislative measures.

Under the circumstances, without taking up much time of the House, I place this suggestion for the consideration of the House that instead of beginning the clause with the words "The Provincial Government shall constitute", it may begin with the words "There shall be constituted".

With these words, I move motion No. 664 of the amendments given notice of.

Mr. CHARU CHANDRA ROY : Mr. Speaker, Sir, এটা একটা ছোট amendment. আমরা সব যায়গায় দেখতে পাই "Board shall be constituted." কিন্তু এখানে বলা হয়েছে "The Provincial Government shall constitute". এই জিনিষটার মূল নীতি হচ্ছে Government সব জিনিষেই control আনতে চান। Original Billএ শুধু controlএর কথা ছিল, সেখানে Developmentএর কথা ছিল না। Control করবার উদ্দেশ্য নিয়ে প্রথমে এই বিল আনা হয়েছিল। তাই তখন ছিল "The Provincial Government shall constitute a Board." শিক্ষা ব্যাপারে বা যে কোন ব্যাপারেই হউক Governmentএর control লোকের পক্ষে অসহনীয়। প্রাথমিক শিক্ষা ব্যাপারেও দেখতে পাচ্ছি Government control করছেন। সেখানেও দেখতে পাচ্ছি controlএর idea নিয়ে বলা হয়েছে "Provincial Government shall constitute a Board." আমাদের প্রস্তাব হল "There shall be a Board constituted." গভর্ণমেণ্টের প্রস্তাবের সঙ্গে আমাদের amendmentএর কোন রকম গোলমাল আছে বলে বোঝা যাচ্ছে না, কেবল কথার পরিবর্তন মাত্র। গভর্ণমেণ্টই যে সর্ব্বে সর্ব্ব। এই জিনিষটা লোকের মন থেকে যাতে দূর হয় সেই জন্য আমি এই প্রস্তাব এনেছি। আশা করি শিক্ষা মন্ত্রী মহাশয়ের এই amendmentটিকে গ্রহণ করতে কোন আপত্তির কারণ থাকতে পারে না। যখন ছিল "The Provincial Government shall constitute a Board" তখন উদ্দেশ্য ছিল Provincial Government কেবল পুলিশের কাজ করবে। এখন যখন Developmentএর প্রশ্ন উঠেছে তখন পুলিশের কাজ বিশেষ রইল না। সুতরাং "Provincial Government" কথাটা উঠিয়ে দিয়ে "There shall be a Board constituted" এই কথাগুলি থাকা উচিৎ। তারপর Board কিভাবে constituted হবে সেটা clause 4এ বিস্তৃতভাবে বলা হয়েছে? Council কিভাবে

গঠিত হবে সেটাও বলা হয়েছে। তাতে Governmentএর ভয়ের কোন কারণ নেই। পুলিশের কাজ যখন কমে গেল শুধু Developmentএর উপর যখন জোর দেওয়া হল তখন "There shall be constituted a Board" এইটাই হওয়া উচিৎ। আমি আশা করি শিক্ষা মন্ত্রী মহাশয় এটা গ্রহণ করবেন।

Mr. SANTOSH KUMAR BASU: Sir, I oppose the enactment of of a provision like this as appears in clause 3, sub-clause (*1*). My grounds mainly are that sub-clause (*1*) is wholly out of place and entirely inconsistent when it comes before sub-clause (*2*) of clause 3. By sub-clause (*2*) it is proposed that "the Board shall, by the name of 'the Board of Secondary Education', be a body corporate with perpetual succession and a common seal, shall have, subject to the rules, power to acquire and hold movable and immovable property, to transfer such property when held by it and to do all other acts necessary for the purposes of this Act, and shall by the said name sue and be sued". In other words you propose to constitute a body corporate by sub-clause (*2*) of clause 3 which will have an independent existence of its own, a statutory legal existence. The Board will be a legal entity which will have its own perpetual succession and a common seal and the right to sue and be sued in its own name, so that in the eye of law it will be a legal entity whether the Provincial Government constitutes it or not. That is the spirit of this clause and I submit that it is utterly inconsistent with the creation of a Board of Secondary Education which is brought into existence by the statute itself that another authority should have to intervene and bring that body into existence which is already created by the statute. I submit, Sir, the framers of this Bill have lost sight of this very important legal objection, a constitutional objection which will naturally arise having regard to the juxtaposition of these two sub-clauses. If sub-clause (*2*) stands as it is—I do not know if it is the intention of Government to omit it, amend it or improve it in any way—sub-clause (*1*) is entirely out of place. In one breath you say that the Legislature here and now brings into existence the Board of Secondary Education as a body corporate with perpetual succession and a common seal and in the same breath you say that another authority must intervene in order to bring that body into existence. It is a position which is utterly inconsistent in law. I submit that no precedent can be shown that such a thing is possible in any other statute. As regards a municipality, power is given to Government to bring it into existence because there is no statute bringing a particular municipality into existence. Look at the Corporation of Calcutta. There is a statute relating to the Corporation of Calcutta, creating the Corporation of Calcutta. It does not lie in the hands of Government to create the Corporation of Calcutta which has already been created by the Legislature by means of the Calcutta Municipal Act. I submit, Sir, that so far as this sub-clause is concerned, *viz.*, "The Provincial

Government shall constitute a Board for the regulation, control and development of secondary education", that cannot possibly find a place in the statute which itself creates the Board of Secondary Education. I do not know whether in England the Board of Secondary Education which is a creature of a statute also requires the Government of the country to bring it into existence. The two positions are utterly inconsistent.

I hope, Sir, that this objection will be taken into consideration by the Hon'ble Minister of Education before he desires to place this clause as it is now before the Legislature.

Mr. ABDUR RAHMAN SIDDIQI: Mr. Speaker, Sir, even if I were inclined to accept this amendment, after what has fallen from the lips of the honourable the Deputy Leader of the Forward Bloc, I feel inclined to give my vote against it for the simple reason that the theory he has propounded before the House is neither legal nor constitutional. We are asked to believe that the Secondary Education Board—because it will be a creature of legislation passed by this House, an autonomous corporation, a person under the law, it cannot and should not be touched by the Government. I have understood the point he has tried to make, in my own humble way, and not in the interested and totally unacceptable manner in which it has been placed before the House. That an autonomous body, created by the Legislature, should not be appointed or constituted by the Government is a thesis which would be considered absurd and ridiculous in the eyes of constitutional law, its practice and principles for, even if we said that a Secondary Education Board be constituted, how are we to constitute it and who is going to constitute it? This part of the work will have to be done by the Ministry of Education. Whether you mention the Provincial Government or you do not, you must mention the agency that will carry out your wishes. Even in England, which has been cited as an example, such a thing is unheard of. The legal person we propose to create, under the Bill we are discussing, has to be given a body and a shape. Who will do that except the Government of the day. The Legislature can only lay down the principles and the broad outlines of the scheme. The interesting theory propounded has no legs to stand upon. The honourable member is merely trying to make an argument in the debate which has neither meaning nor any force, of a constitutional or legal character, behind it.

Mr. SANTOSH KUMAR BASU: May I just put one question to the last speaker? If clause 2 is passed, and if the Provincial Government does not constitute the Board——

Mr. ABDUR RAHMAN SIDDIQI: I think, Sir, it is against the practice of the House to subject a speaker to a cross-examination and to give or demand explanations.

Mr. SPEAKER: This is, in my opinion, a drafting question, and I do not want to interfere in the matter of drafting. As far as I have seen, where it is the intention of the Legislature to constitute an autonomous Board as far as practicable, the power of constituting the Board is left with the Provincial Government by specific provisions to that effect in the Act itself, but the duties of carrying out the provisions of the Act generally lie with the Board, just as is the case with the Bengal Waterways Board or the Calcutta Port Trust; but where it is not autonomous, as in the case of the Board of Industries or the Wakf Board, the Provincial Government not only constitutes the Board but also retains some power in its hand. From that point of view, as far as I have been able to see, the clause, as drafted, is not very happy but, myself not being a draftsman, I would leave the matter to the draftsman to say which would be better. So far as the Waterways Board and the Calcutta Port Trust are concerned, the autonomous character of these two bodies is undoubtedly there. Here, the power of carrying out the provisions of the Act, subject to the rules, shall lie with the Board,—a Board which shall have perpetual existence,—and the power of constituting the Board may be given to the Provincial Government by another provision. The whole point in the argument of the Opposition is that here is an autonomous Board created by an Act of the Legislature while the Local Government has retained every power by a separate provision to take necessary steps for constituting it.

The Hon'ble Mr. A. K. FAZLUL HUQ: I have had an advantage of discussing the matter with my friends, and I think the question is a very simple one. In the first place it is necessary that the Board shall be constituted. Following that, it is also necessary to decide who shall constitute the Board. We all want that it shall come into being, and I am anxious that there should be no doubt as to its security. We want to specify that it is the Provincial Government that can bring the Board into being. If there had been any possibility of any other interpretation, certainly the words suggested in the amendment would have been necessary to solve that doubt. I do not think the Opposition suggests that it is anybody other than the Provincial Government that shall bring the Board into being. If that is so, what is the harm in saying that it is the Provincial Government that shall constitute the Board? I do not think the words contained in the Bill are at all capable of being misunderstood. The words are clear. The Legislature passes this Bill in

order that the Board may be constituted. The question is, who shall constitute the Board. I think we all agree that it is the Provincial Government which shall constitute the Board.

Mr. SPEAKER: But the Opposition amendment is that the Board shall be constituted by an Act of the Legislature.

The Hon'ble Mr. A. K. FAZLUL HUQ: But unless the amendment is that when the Act is passed, the Board shall be constituted for the regulation, control and development of secondary education, and that the Provincial Government shall, as soon as possible after the passing of the Bill, take necessary steps for constituting the Board, there is meaning in it. If the amendment is worded as I have suggested, I have no objection. But the way in which the amendment has been suggested does not ensure that the Provincial Government will be able to see to the constitution of the Board as soon as the Bill is passed and comes into operation If the amendment of my friend is accepted, namely, that the Board shall be constituted, etc., without any provision as to who should be the authority to constitute it, it may take a hundred years to constitute the Board.

Mr. SURENDRA NATH BISWAS: In this connection, Sir, I would invite the attention of the Hon'ble the Chief Minister to clause 5(*1*) of the Bill, namely, that if, by such date as may be prescribed, any electoral body specified in section 4 fails to make an election under that section, the Provincial Government shall, in any vacancy resulting from such failure, appoint a suitable person qualified for election by that body. I submit that a vital question arises here.

Rai HARENDRA NATH CHAUDHURI: I submit that we are missing another vital point. Clause 3 says that "the Provincial Government shall constitute a Board.... .. ", and clause 4 lays down the composition of the Board. If the Bill be passed in this form, there may be confusion and it may be interpreted that the constitution of the first Board will be in the hands of the Provincial Government. Without our amendment there may be some room for that construction. Therefore, if it is put in this way that "there shall be constituted a Board.....", it will mean that it shall be constituted as laid down in the Act. It cannot mean anything other than that the Board shall be constituted or set up under the provisions of this Act of the Legislature. Otherwise, the expression "the Provincial Government shall constitute a Board....." may lend support to the view that the first Board may be constituted by the Provincial Government.

Mr. SPEAKER: I think it would be better if we accept an amendment like the one suggested by the Hon'ble the Chief Minister, namely, that the Provincial Government shall, soon after the Act comes into operation, take steps for constituting a Board for the regulation, control and development of secondary education. Government has, I believe, accepted the principle that Government wants to have power to take steps for constituting a Board, while the Legislature has got the power to say how to constitute it. At the same time, however, I think that even though the substantial objection raised by the Opposition is met by the Hon'ble Chief Minister's suggestion, there may still be some lacuna in it, and that, therefore, it would be better to leave this matter at this stage for the time being, allowing Government to bring in a suitable amendment at a later stage.

Dr. NALINAKSHA SANYAL: Then, Sir, it may stand over for the time being.

Mr. SPEAKER: No, it cannot be held over.

Dr. NALINAKSHA SANYAL: Sir, I submit that we never object to anything being held over for drafting improvement because that is the parliamentary convention.

Mr. SPEAKER: If after this discussion you think a drafting improvement in the clause will meet the point, it is for you to do that, and then I will consider the matter further. Subject to that arrangement, I agree to this clause being held over for the present.

Dr. NALINAKSHA SANYAL: Sir, with regard to amendments to clause 4 you will again see that there are some amendments relating to the principle that there should be no communal representation, and I believe it will be convenient if such amendments are taken up first.

Mr. SPEAKER: What I want to say is that you will move amendment No. 666 first, failing that you will move amendment No. 665. Then I shall dispose of all other amendments.

Rai HARENDRA NATH CHAUDHURI: Yes, that is so, Sir.

Dr. NALINAKSHA SANYAL: I may tell you, Sir, that the European Party may move their amendment.

Mr. A. F. STARK: Yes, I will move our amendment.

Clause 4.

Mr. PRAMATHA NATH BANERJEE: Sir, I beg to move that for clause 4 the following be substituted, namely:—

"The Board shall consist of fifty-three members and shall be composed as follows:—

(1) the President, to be appointed in the manner hereinafter provided;

(Later on we from the Opposition have tabled an amendment describing the manner in which the President should be appointed.)

(2) the Vice-Chancellor of the University of Calcutta, *ex-officio*;

(3) the Vice-Chancellor of the University of Dacca, *ex-officio*;

(4) the Director of Public Instruction, *ex-officio*;

(5) six persons to be elected by the members of the Senate of the Calcutta University from among themselves;

(6) two persons to be elected by the Principals and Professors of colleges affiliated to the Calcutta University of whom one must be Principal of such a college;

(7) five persons to be elected by the Professors and teachers of the Calcutta University from among themselves to represent the following departments of studies, namely, Science, Sanskrit, Bengali, Islamic studies and Teachers' Training;

(8) one person to be elected by the Executive Council of the Dacca University;

(9) three persons to be elected by the Academic Council of the Dacca University from among the Professors and teachers of the said University to represent the following departments of studies, namely, Science, Islamic Studies and Teachers' Training;

(10) five Head Masters of recognised High Schools for boys, one to be elected by Head Masters of such schools in each division of the Province;

(11) five persons to be elected from among themselves by Graduate Teachers of recognised schools, one from each division of the Province;

(12) five members of the Managing Committees of High Schools to be elected by the Managing Committees of recognised schools in each division of the province, the managing committee of each high school having one vote;

(13) two Head Mistresses of recognised high schools for girls elected by themselves;

(14) seven persons to be elected by the members of the Bengal Legislative Assembly according to the principle of proportional representation by means of single transferable vote;

(15) two persons to be elected by the members of the Bengal Legislative Council according to the principle of proportional representation by means of single transferable vote;

(16) one person to be elected by the Executive Committees of the Bengal, the Bengal National, Indian, the Marwari and the Muslim Chambers of Commerce at Calcutta;

(17) one person to be elected by the Board of Anglo-Indian and European Education;

(18) one person to be elected by the Indian Christian Association; and

(19) three persons to be co-opted by the Board as experts in Agricultural, Technical and Physical Education."

Mr. Speaker, if you for a moment now look at the provisions of the proposed Bill which is now being piloted by the Hon'ble the Chief Minister, the Minister for Education, you will see the main point of difference between our proposals in the first instance and the proposals of the Government lies in the fact that we have attempted to build up a Secondary Education Board free from all the trammels of communalism. We have attempted to form for ourselves a Board where purely academic interests will prevail. Mr. Speaker, if that constructive scheme which has been put forward by us is not acceptable to the Government and the party in power because of the existence of that Bible of the Indian Constitution, the "Magna Charta" of our liberties, namely, the Government of India Act, 1935, we are also offering an alternative solution by way of another amendment, amendment No. 665.

Mr. Speaker, we are quite familiar with military terms in a war which is raging outside and we know that our efforts in this direction are not likely to meet with success. In fact, as one of those ambassadors of good-will who have served in the capacity of a plenipotentiary for the last three weeks, and have worked day and night for a settlement over this great question of controversy in this province, I know, Sir, that my three weeks have been three weeks of nightmare. About three days ago we were almost on the verge of the impossible. But, Sir, our efforts have so far not succeeded.

Mr. Speaker, if you now turn for a moment to the Government proposals under section 4 of the proposed Bill, you will find that academic interests have to a large extent been circumscribed by the

dominance of the theory of the balance of power. The theory of the balance of power, Mr. Speaker, in another sphere—a sphere larger than the sphere in which we live and move and work—has been the cause of rivers of blood and oceans of tears, and if rivers of blood and oceans of tears have flowed elsewhere, I do not think for one single moment that this Bill will even ensure the purpose for which it has been introduced, namely, the purpose of ensuring to the Muslim community of Bengal the dominance in education which they desire.

Mr. Speaker, if you now analytically look at the Bill you will find in the Government Bill that we have first of all a body of 48 members. The President is to be appointed by the Provincial Government. The Provincial Government of these days is, after all, a party Government, and we know very well the amount of pressure that is put by the members of the party, miscalled elsewhere as wrong members of back benches on the Government of the day. In fact, a few nights ago I wondered in dismay if the Hon'ble the Chief Minister of the province who is piloting this Bill found his boats almost rudderless.

Secondly, we have the Vice-Chancellor of the University of Calcutta. Mr. Speaker, I have the greatest respect for the office of the Vice-Chancellor of the University of Calcutta where I have spent a quarter of a century of my life, but the Vice-Chancellor of the University of Calcutta, you will recognise, Sir, is the only Vice-Chancellor in India who is a direct nominee of the Government of Bengal, and the Government of Bengal, whatever its composition may be to-night, or whatever its composition may be to-morrow, will be and continue to be a party Government.

Then, Sir, it has been the usual practice of the Government of the day including the much maligned bureaucratic Government of the day to have as Vice-Chancellor of the University of Calcutta, gentlemen of position, of great eminence and attainment, who have held other high offices in the State. For instance, Sir, we have had Law Members of the Governor-General's Executive Council, Chief Justices of High Courts in India as Vice-Chancellors. What function will they discharge in a Secondary Education Board of this character I have failed to visualise or imagine.

As regards the Vice-Chancellor of the University of Dacca, *ex-officio*, I have great respect for my friend the present Vice-Chancellor of the University of Dacca. His life is short and the life of a Vice-Chancellor may be shorter still.

Then, Sir, we have the Director of Public Instruction, *ex-officio*: I have no objection to this office because we are so familiar with the powers exercised by the Director of Public Instruction *ex-officio* since the establishment of education as a statutory institution in India that we have to abide loyally by that office. But I am not betraying a secret. I am simply giving expression to a doubt which has arisen in

the mind of every one of us that to-day under the mandate of the party in power even the Director of Public Instruction in his *ex-officio* capacity finds himself almost in a position of impotence. The instance of the Director of Public Instruction of a neighbouring province is a case in point. He was, it was stated in the newspapers, even put under arrest.

Mr. SPEAKER: Not in connection with educational affairs!

Mr. PRAMATHA NATH BANERJEE: I hope not. That will come in connection with this Secondary Education Bill if passed into law, because there are some very important penal measures which even the Director of Public Instruction, notwithstanding tradition, notwithstanding office, notwithstanding his colour, may not escape.

Then, Sir, we have the Assistant Director of Public Instruction for Muslim Education, *ex-officio*. This is an office which has recently been created for the purpose of helping Muslims, because they are backward in education. But the presence of the Assistant Director of Public Instruction on the Board in the capacity of his office as a purely Muslim officer for the advancement of Muslim cause is to my mind a superfluity. If the services of experts have to be requisitioned by the Government for the purpose of conducting the affairs of the proposed Secondary Education Board, these services might very well be discharged by the advisers of the Government not in their capacity as *ex-officio* members, not in their capacity as members of the Board but in their capacity as mere advisers and counsellors. That procedure, Mr. Speaker, is not unknown in the constitution of this country.

Then, I notice that the Inspector of European Schools and the Director of Physical Education have been omitted by the combined wisdom of our friends of the Select Committee and in their place have been substituted item No. 16, *viz.*, two Principals of high madrassahs approved in this behalf, of whom one shall be a Principal of the old type madrassah and one shall be a Principal of the reformed scheme madrassah to be elected in the prescribed manner by the principals of such madrassahs. Mr. Speaker, if old madrassahs are more important than the physical education of our numerous boys and girls who have to work and live and read under the jurisdiction of the proposed Secondary Education Board, if that is the view of the Government, Sir, I can only enter a demurrer which I am sure will be thrown out on the plea of want of jurisdiction.

Mr. Speaker, so far as the Universities are concerned, they have been treated with the utmost "respect" and University representation in this Bill is very novel indeed. Sir, this reminds me of the new principle in international law which has been adumbrated by a great man yesterday, *viz.*, the doctrine of the freedom of the unchartered

seas. Mr. Speaker, the Dacca University will be represented by the Provost of one of the Muslim Halls of the University. There are other Halls. Whether they are as spacious as the Muslim Halls of the University of Dacca is a question which my Muslim friends will answer. The Dacca University will also be represented by the Head of the Department of Islamic Studies and Arabic. Has the University of Dacca no other Chair? Is it the function of the University of Dacca merely to encourage the Department of Islamic Studies and Arabic? I freely and frankly confess as one who has to a large extent been responsible for propounding a scheme for the Department of Islamic Studies and Islamic history and culture elsewhere that I do not minimise the importance of this subject, but, Sir, in my judgment and it is a very humble judgment, the process and the policy should be a process and policy of inclusion and not of exclusion.

Mr. Speaker, the next persons who will represent the University of Dacca are two persons to be elected in the prescribed manner by the Executive Council of the University of Dacca, of whom one shall be a Muslim and one a Hindu. I notice that the framers, the sponsors and the supporters of the Bill are very anxious for representing the University of Dacca from a limited constituency. The Executive Council of the University of Dacca, so far as I am aware, has no more than 17 members and of these 17 members, you have certain *ex-officio* members and certain members nominated by the Government. I am not mistaken, Sir, if I say that in the University of Dacca you have got an Academic Council, on which sit the Professors, the Readers and other teachers of the University of Dacca. Why the Academic Council has been found incapable of representing the University of Dacca I fail to see and why should the election be limited merely to the Executive Council of the University of Dacca is a question which my friend Mr. Fazlur Rahman will answer some day.

Sir, the University of Calcutta is sought to be represented in a manner which is most humiliating to it, remembering full well that 80 per cent. of the members of the Senate of the much maligned University of Calcutta are nominees of the Government of the day, remembering further that 10 more per cent. of the members of the Senate are indirectly elected by the 80 plus 10 elected members. Therefore Government has directly or indirectly control over 90 per cent. of the members of the Senate of the University of Calcutta and yet what do we find?

Mr. Speaker, Sir, may I have 5 minutes more?

Mr. SPEAKER: Yes.

Mr. PRAMATHA NATH BANERJEE: Sir, I shall not dilate on the question of the representation of the University of Calcutta because

I belong to it. I say this that the University of Calcutta has been treated in the most niggardly spirit possible. Other members who are not so intimately connected with the University of Calcutta as I am will speak on this point.

Then, Mr. Speaker, we have a constituency of Head Masters of approved high schools for boys. Remember, Sir, the girls' schools have been sedulously kept out of this constituency. Of these five Head Masters, two shall be Muslims and three shall be Hindus (of whom one shall be a member of the Scheduled Castes). There are roughly about 1,400 odd high schools within the jurisdiction of the University of Calcutta and there are high schools operating under the jurisdiction of the Secondary Education Board of Dacca functioning not under statute but under executive fiat all these years. Sir, it will be most unfair, most unfortunate, if the constituency of the Head Masters from which experts with independence can possibly find an approach and an entrance to the Secondary Education Board is limited in this manner.

Then, Sir, we find one Head Mistress of an approved high school for girls to be elected in the prescribed manner by the Head Mistresses of such schools. In the presence of distinguished ladies in this House, I dare not oppose this measure. I can only point out to you the limited number of such Head Mistresses.

Then, Sir, with regard to (16) two Principals——(Mr. FAZLAR RAHMAN: You oppose the appointment of ladies?)——I never opposed ladies—unlike yourself.

Mr. SPEAKER: I hope the proceedings will be reported at your house.

Mr. PRAMATHA NATH BANERJEE: Sir, I have had no home for the last two or three weeks; I have made this place my house and possibly in another two or three weeks' time if this measure goes on I shall make it my grave.

There is a provision for 7 representatives of the Bengal Legislative Assembly to be elected in the prescribed manner by and from the members thereof, of whom three shall be Moslems, three shall be Hindus (of whom one shall be a member of the Scheduled Castes) and one shall be an Anglo-Indian or European. The Bengal Legislative Assembly symbolises "Bengal's Parliament" and, as a member, I have such great and grave respect for its wisdom and its academic knowledge that I cannot certainly subscribe to the view that the Bengal Legislative Assembly should go out of the picture in the composition, at any rate, of the Secondary Education Board of this province. It is sometimes supposed that the Bengal Legislative Assembly like the famous Bridge

of Sighs in Venice stands between educational reform on the one hand and the political controversy on the other. But the manner in which its representation will be permitted on the Board is so vague and is under such a thick cloud of smoke screen that I should like the Hon'ble Minister for Education to be more specific about it. Its composition by the Statute is well known to us. Then, if the prescribed manner does not deal with its composition framed under the Government of India Act, 1935, either the members of this side of the House, who have the good fortune of being returned, will be absolutely under the domination of the Government of the day or will not be returned at all. The first alternative, Mr. Speaker, I view with equanimity. Because in that event there will be no Opposition, but we shall suffer financially because unless there are speeches in the House and unless there are sittings of the Assembly, then our pockets,—if not our conscience,—suffer. Mr. Speaker, we have on the proposed Board two representatives of the Bengal Legislative Council. According to the best parliamentary conventions of which my friend, Dr. Sanyal, is our chief exponent, it is not permissible for a member of the Assembly to refer to that honourable and dignified, even though not efficient, Chamber known as the second chamber of the Legislature. In the House of Commons reference to the House of Lords is under interdict. You have I know been somewhat liberal in the interpretation of our rules and conduct and therefore I pass by the Bengal Legislative Council not with pleasure but with a sigh of relief. Then we have two non-official persons to be elected in the prescribed manner by the members of the Provincial Board of Anglo-Indian and European Education. On another occasion I maintained that our European friends represented the vital interests of the white elephants. The species is extinct but the species has left an artistic memory behind. Our friends were very anxious, when the Government of India Act was on the legislative anvil, that they should have a statutory board with statutory financial support. They have got it. The Bengal Legislature has got nothing to do with it. Having got it, they want to have their share here also. So far as they are concerned, I am frequently reminded of the story in Æsop's Fables of a quarrel between two cats,—whether my friends opposite would prefer to be cats or continue to remain lions and tigers is a question for them to solve. Lastly about women. Three women are to be appointed by the Provincial Government of whom one shall be a Moslem, one a Hindu and one an Anglo-Indian or European, provided that one of the three women to be so appointed shall be the Deputy Directress of Female Education or, until such an office exists, an Inspectress of Schools. Mr. Speaker, our women friends will take care of themselves. I notice my friend, Mrs. Hasina Murshed, one of the ministers of the Government of Bengal to-day, is perfectly willing to take care of herself. There are yet ten nominees of the Government of Bengal. What is the good of framing the constitution

of a Secondary Education Board like this? Will it serve the interest of the country, will it be able to shoulder the heavy responsibility imposed on it, will the Moslems be happy under it?

Mr. ABDUR RAHMAN SIDDIQI: Yes.

Mr. PRAMATHA NATH BANERJEE: My friend, Mr. Abdur Rahman Siddiqi, says, yes: Yes, Sir, is not always "not no"; in politics "yes" means "no". The time will come when my friend, the ex-Lord Mayor of Calcutta, along with his brother followers in faith, will see that this Bill has not been designed for the purpose of securing better and more education for the Moslem community.

Mr. SPEAKER: Now, in order to fix our programme as to which of the amendments are going to be moved. I think it will be helpful in expeditiously disposing of the amendments if I call the amendments, one by one, and pass over those which will not be moved.

(Mr. Speaker then called out amendments Nos. 41-67, which were not moved.)

Mr. SURENDRA NATH BISWAS: Sir, we cannot follow if you go on so hurriedly.

Mr. SPEAKER: As far as I can see, all the amendments, excepting Nos. 665 and 666 and one motion of the European Group, are not going to be moved.

Mr. ATUL KRISHNA GHOSE: I think there will be some minor amendments to be moved also.

Mr. SURENDRA NATH BISWAS: It may be that these big amendments may be lost, but there are other small amendments which we would like to move.

Mr. SPEAKER: I think the other amendments are of absolutely minor importance.

Mr. SURENDRA NATH BISWAS: There is another point, Sir. These amendments are concerned with the constitution of the Board as a whole. Supposing we do not succeed in getting through all these amendments, amendments for smaller changes in the composition of the Board may be suggested. Therefore, I suggest that the amendments be taken up one by one.

Mr. SPEAKER: Yes, that is what I am doing, and I have disposed of up to amendment No. 67.

Mr. SANTOSH KUMAR BASU: Will it not be better to allow us some little time, say, ten minutes for going through them?

Mr. SPEAKER: I want to give the House the fullest facility to discuss the matter, and therefore what I suggest is that after the next amendment is moved, the other two amendments, being of an identical nature, will be moved, one after another.

Mr. ATUL KRISHNA GHOSE: Sir, may I draw your attention to the fact that since so many amendments have been moved by the members it may be a fact that the whole clause will be opposed but if a particular amendment fails there may be other minor amendments which Government may accept and which we may move.

Mr. SPEAKER: I must know it.

Mr. NISHITHA NATH KUNDU: Sir, I rise to oppose the Government motion and accord my whole-hearted support to the motion that has been so ably moved by my honourable friend Mr. Banerji. I do not think that I can improve upon his constructive criticism and I have no hesitation again to repeat that if really Government have in their heart the welfare of education and educational systems in this province they should not hesitate to accept this amendment.

Sir, Government have by this motion tried to constitute the Board by proportionate representation of the two major communities in the province on communal lines and practically on population basis. Sir, we all know the recommendations of the Sadler Commission. The Sadler Commission made this observation: "It is clear that the success of the Board's work will depend upon its combining expert judgment with an intimate knowledge of the needs and sentiments of the people". It was not in the mind of the Commission to give representation on population basis or communal basis, but they thought that if it was not done on communal basis, there must be some provision made whereby the needs and sentiments of the different communities would be represented. Sir, that can be done by representation of persons, either Muslims or Hindus, who have got sufficient academic experience and knowledge and who will be supposed to have an intimate knowledge about the needs and sentiments of the communities. So, if we think that the needs and sentiments of the different communities should not be neglected or overlooked but should be respected, we should not have any sound reason for objecting to such representation as has been suggested by our amendment. With this improvement in our amendment we will be able to remove communalism from the sphere of education. That is the improvement that has been suggested in our amendment.

Sir, when we examine the amendment that has been tabled by the European Group, we find that they have omitted sub-clauses (*9*), (*10*) and (*11*). In omitting these sub-clauses, Sir, they agree with us, if I am correct in understanding their viewpoint, to a certain extent in the matter of principle of representation. Otherwise they would not have omitted these sub-clauses, namely, Nos. (*9*), (*10*) and (*11*).

Another fact, Sir, which we should also remember is that in making recommendations the Sadler Commission also made this observation that the majority of the members of the Board should be non-official, *i.e.*, not in receipt of salary paid directly by Government. Now, Sir, though, the number of the officials who are in receipt of salary directly paid by Government and who are in the Board will not be in the majority, still, Sir, the tendency has been to allot such number to the salaried officials that will have some influence in forming majority in the Board as is intended by the Government. So, if we have any respect for the recommendations of the Sadler Commission, Government should, though they say that they are sponsoring this Bill after those recommendations, bear in mind the important and pertinent recommendation that was made by the Commission, namely, that the number of salaried officers must not be in majority. In our amendment, we have tried to do so by reducing their number.

Sir, as Mr. Banerji has said, we do not like to keep vague the method of appointment of the President who will have to do a great deal in the matter of execution of the policy and principle of the Education Board which will be the new authority for the control and development of secondary education in the province. If the Hon'ble Minister for Education will only look at the amendments under clause 7 as tabled by our party, he will be convinced of the fact that the amendment on sub-clause (*1*) under clause 4 is an amendment which should be accepted without any hesitation, namely, that the President should be appointed in the manner hereinafter provided. The manner we have suggested is that the appointment of the President should be made in such a way as will safeguard the proper appointment of the post which is very important so far as the Board is concerned.

Sir, we have in our amendment to clause 18 suggested representation by election by votes and not by nomination as suggested by the Government by the Indian Christian Association.

Sir, I do not think that this amendment can be in any way opposed either on principle or when we consider this question from the point of view that the Indian Christian community is also an important community which has contributed much towards the development of education in this country. They should never go unrepresented on the Board. I do not know if that community will also like that they will enter by the back-door, namely, by nomination. By sub-clause (*19*) we have suggested representation of agricultural, technical and

physical education and also commercial education. As has been said by different speakers during the discussion of this Bill that if we are to develop secondary education, certainly we should include commercial education, agricultural education and other technical education in the curriculum of our secondary education. It is only meet and proper that if we have to develop this special education, we must include some representatives who have knowledge about this special education. By sub-clauses (*14*) and (*15*) we have only tried to narrate the manner in which the election of representatives from the Legislative Assembly and the Legislative Council be taken in. We do not like to keep it in the hands of the Government, because if the Government want fair representation from these two Legislatures, there is no reason to give it in the manner in which they want to have representation from these two Legislatures. Sir, we can say without the fear of being contradicted that in suggesting this amendment we have only kept in our mind the welfare of education and of the educational system in this province.

Sir, as I was submitting, if we take persons who have academic experience and who have also knowledge of the opinions, views and sentiments of the community, there can be no apprehension of any community's interests being jeopardised in their hands. Keeping that point in view, we have inserted two sub-clauses, *viz.*, sub-clauses (*7*) and (*9*) for taking in persons who combine in them experience in educational line and knowledge of views and sentiments of the communities. In sub-clause (*7*) we suggest five persons to be elected by the professors and teachers of the Calcutta University from among themselves to represent the following departments of studies, namely, Science, Sanskrit, Bengali, Islamic Studies and Teachers' Training. In sub-clause (*9*) we have suggested three persons to be elected by the Academic Council of the Dacca University from among the professors and teachers of the said University to represent the following departments of studies, namely, Science, Islamic Studies and Teachers' Training. If this amendment is not accepted by Government, the irresistible conclusion is that they are not prepared to forego communal representation, because if they accept this amendment there will be no apprehension of their interests or their culture being jeopardised.

With these few words, I beg to commend the amendment to the acceptance of the House.

Mr. SPEAKER: There is just one matter which I want to say. It appears that there are certain difficulties now in members handing over to me a list. I understand that the substantial amendments which will be moved are 665 and 666 and the amendment which will be moved by the European Group is No. 756. There are also certain minor amendments which will be moved. The Krishak Proja Party

also want to move one amendment. My intention is to close the debate on this clause finally by Tuesday night. I hope that this will satisfy all sections of the House. In order to simplify the procedure what I suggest is: let the other minor amendments be moved one after another on Monday and everything will be put to vote on Tuesday.

Mr. KIRAN SANKAR ROY: That will be all right, Sir.

Mr. SANTOSH KUMAR BASU: That meets with our wishes.

Mr. SPEAKER: On Monday, let all the minor amendments be moved. After that, let the debate go on.

Srijut NARENDRA NATH DAS GUPTA: If our considered amendment goes, then we want to move the other amendments.

Mr. SPEAKER: That depends on me how I put the motions to vote. You must let me know when you move it.

Mr. ABDULLA-AL MAHMOOD: Some members of the Coalition Party also want to speak on this clause supporting the motion and opposing the amendment moved by Mr. Pramatha Nath Banerjee, because this is a very important matter.

Mr. SPEAKER: I shall keep open all the motions till Tuesday night, so that anybody can speak.

Srijut MANINDRA BHUSAN SINHA : মাননীয় সভাপতি মহাশয়, আমি বন্ধুবর মাননীয় প্রমথ নাথ ব্যানার্জি মহাশয়ের আনীত সংশোধন প্রস্তাব সমর্থন করি। বিলের ৪র্থ ধারা পরীক্ষা করলে দেখা যায় এক সম্প্রদায় আর এক সম্প্রদায়ের উপর প্রভুত্ব বা প্রাধান্য স্থাপনে যাতে সক্ষম হয় এই উদ্দেশ্য নিয়েই বোর্ড গঠনের বিধি ব্যবস্থা কৌশলের সঙ্গে রচিত হয়েছে। শিক্ষার ক্ষেত্র যাতে সাম্প্রদায়িকতা দোষ থেকে মুক্ত থাকে এবং সেখানে নিছক শিক্ষার স্বার্থ ছাড়া অন্য স্বার্থ রক্ষার বালাই না থাকে এই উদ্দেশ্য নিয়েই এই সংশোধন প্রস্তাব আনা হয়েছে। বিলের ৪ ধারার সঙ্গে সংশোধন প্রস্তাবটি বিচার করলেই আমার উক্তি ঠিক কিনা তা উপলব্ধি করা যেতে পারে। ঐ ধারার ব্যবস্থা অনুসারে বোর্ডের যিনি সভাপতি হবেন গভর্ণমেণ্ট তাঁকে নিয়োগ করবেন। কোয়ালিশন দলের বন্ধুদের মুখ থেকে বহুবার শুনেছি যে জেলা-বোর্ড প্রভৃতি স্বায়ত্ত শাসন প্রতিষ্ঠানে তাঁরা (ও) নাকি সরকারী নিয়োগ প্রথার বিরোধী; তবে গভর্ণমেণ্ট কর্তৃক বোর্ডের প্রেসিডেণ্ট নিয়োগের ব্যবস্থাটা তাঁরা কিরূপে অনুমোদন করেন? যদি সভাপতির পদটি অবৈতনিক হত তাহলেও কথা ছিল; হয়তো আপত্তি করবার তেমন কিছু থাকত না। কিন্তু আমরা জানি যেখানে অর্থের যোগ সেখানে যান্ ব্যক্তিকে নিযুক্ত করা হবে তা নিয়ে নানারূপ ব্যাভিচার এবং দুর্নীতি প্রশ্রয় পায়।

সেজন্য মধ্য শিক্ষা বোর্ডের এই সভাপতি নিয়োগের ব্যাপারে গভর্ণমেণ্টকে প্রত্যক্ষ ও সম্পূর্ণ ক্ষমতা দেওয়া বাঞ্ছনীয় হবে না। সংশোধন প্রস্তাবে আছে "President to be appointed in the manner hereinafter provided." যদি এরূপ ব্যবস্থা থাকে যে বোর্ড কর্তৃক একটি অনুমোদিত panel (যাতে ৩।৪ জনের নাম বাছাই করে দেওয়া হবে) থেকে একজনকে গভর্ণমেণ্ট সভাপতি নিয়োগ করবেন তাহলে অনাচার ঘটার আশঙ্কা, বহুল পরিমাণে দূর হতে পারে। আরও সংশোধনী প্রস্তাবটি বিশ্লেষণ করলে দেখা যায় যে বোর্ডের সভ্য স্থির করা ব্যাপারে সাম্প্রদায়িক নির্বাচন প্রথার আমল দেওয়া হয়নি। সম্প্রদায় হিসাবে নির্বাচন না হয়ে শিক্ষার স্বার্থ হিসাবে নির্বাচনের ব্যবস্থা প্রস্তাব করা হয়েছে। বাংলায় দুইটি বৃহৎ সম্প্রদায় একত্রে বহু দিন থেকে বসবাস করে আসছে। এই দুই সম্প্রদায়ের বিবেচক ব্যক্তি যাঁরা আছেন তাঁরা অবশ্যই চান না যে তাঁদের পুত্র কন্যাদের শিক্ষার ভার এমন এক প্রতিষ্ঠানের উপর দেওয়া হোক যেখানে এক সম্প্রদায় আর এক সম্প্রদায়ের উপর প্রাধান্য ও প্রভুত্ব স্থাপনের জন্য দ্বন্দ্ব, বিরোধ ও বিদ্বেষের বুদ্ধিতে কাজ করবে। বিলে যে ব্যবস্থা রয়েছে তাতে এই সাম্প্রদায়িক দ্বন্দ্ব, বিরোধ ও বিদ্বেষের প্রশ্রয় দেওয়া হবে। যাঁরা উভয় সম্প্রদায়ের মধ্যে সদ্ভাব, সম্প্রীতি দেখতে চান এবং অন্তত শিক্ষা ক্ষেত্রে উভয় সম্প্রদায়ই সমস্বার্থভাগী মনে করেন তাঁরা বোর্ড গঠনে সাম্প্রদায়িক মনোভাব পরিহার করেন, ইহাই বাঞ্ছনীয়। তবে যাঁরা ভোটের আধিক্যের জোরে সব কিছু কর্তে পারেন বলে মনে করেন—সাদাকে কালো, অন্যায়কে ন্যায় (স্ত্রী লোককে পুরুষ করাও কি?)—তাঁদের বলবার আমার কিছু নাই।

বিলের প্রস্তাবিত শিক্ষা বোর্ডে Calcutta Universityর ও Dacca Universityর Vice-Chancellor এবং Director of Public Instructionএর সঙ্গে তাঁর অধীনস্থ Assistant Director of Public Instruction for Muslim Educationকেও রাখবার ব্যবস্থা আছে। Assistant Director মুসলমান বলে আমি আপত্তি করছি না। তিনি Director of Public Instructionএর অধীনস্থ হয়ে তাঁর সামনে স্বাধীন ভাবে কোন মতামত কখন (ও) প্রকাশ কর্তে পারবেন? তারপর এই বোর্ডে Head of the Department of Islamic studies, Dacca Universityকে নেওয়ার ব্যবস্থা হয়েছে এবং বাটখারায় সাম্প্রদায়িক ওজন সমান রাখা হচ্ছে তা দেখাবার জন্যই Head of Sanskrit Department, Calcutta Universityকে নেওয়ার প্রস্তাব হয়েছে। সাম্প্রদায়িকতাগ্রস্ত না হলে এরূপ অদ্ভুত ব্যবস্থা হয় না তা সহজেই বোঝা যায়। এইরূপ সাম্প্রদায়িক ভিত্তির উপর বোর্ড প্রতিষ্ঠিত হলে উভয় সম্প্রদায়ের মধ্যে, সংশয়, সন্দেহ ও দ্বন্দ্বের ভাব থাকার আশঙ্কা আছে। তারপর "Five persons to be elected by the Senate of the Calcutta University in the prescribed manner of whom two shall be Muslims and three Hindus of whom one shall be a member of the Scheduled caste" এবং "Seven representatives of the Bengal Legislative Assembly to be elected in the prescribed manner three of whom shall be Muslims, three Hindus and one shall be an Anglo-Indian or European" এরূপ প্রস্তাবে সাম্প্রদায়িকতার গণ্ডিতে আবদ্ধ করে নির্বাচনকে সঙ্কুচিত করা

হয়। Government কি প্রথা prescribed করবেন সেটা পরিষ্কার করে জানাননি কিন্তু প্রমথ বাবুর সংশোধন প্রস্তাবে সেটা স্পষ্ট করা আছে। সংশোধন প্রস্তাবে আছে (6) Two persons will be elected by the Principals and Professors of Colleges affiliated to the Calcutta University of whom one must be Principal of such a College. (7) Five persons to be elected by the Professors and teachers of the Calcutta University from among themselves to represent the following departments of studies, namely, Science, Sanskrit, Bengali, Islamic Studies and Teachers' Training. (8) One person to be elected by the Executive Council of the Dacca University. (14) Seven persons to be elected by the members of the Bengal Legislative Assembly according to the principle of proportional representation by means of single transferable vote. (15) Two persons to be elected by the members of the Bengal Legislative Council according to the principle of proportional representation by means of single transferable vote. (16) One person to be elected by the Executive Committees of the Bengal National, Indian, Marwari and the Muslim Chambers of Commerce at Calcutta. (19) Three persons to be co-opted by the Board as experts in Agricultural, Technical and Physical Education. সংশোধন প্রস্তাবে যে নির্বাচন প্রথার ব্যবস্থা হয়েছে তা সাম্প্রদায়িক স্বার্থের প্রতি দৃষ্টি রেখে নয়, শিক্ষার প্রকৃত স্বার্থের প্রতি দৃষ্টি রেখেই হয়েছে Bengal Legislative Assembly থেকে সাত জন memberকে single transferable vote দ্বারা নির্বাচন করবার ব্যবস্থা হয়েছে। এই সংশোধন প্রস্তাবে আপত্তি হবার কোন হেতু থাকতে পারে না—কারণ Legislative Assembly যখন Legislative Councilএ সদস্য নির্বাচন করেন তখন এই আনুপাতিক representation প্রথাতেই নির্বাচন করা হয়। সংশোধন প্রস্তাবে Chambers of Commerce থেকে প্রতিনিধি নেবার যে ব্যবস্থা হয়েছে তার দ্বারা শিক্ষা যাতে কার্য্যকরী হয় সেই উদ্দেশ্য সাধনে সহায়তা করার জন্যই হয়েছে। তারপর Agricultural, Technical and Physical Educationএর Expertsদের co-opt করবার যে ব্যবস্থা করা হয়েছে তার দ্বারা একটি সর্বাঙ্গীন উন্নত ধরণের বোর্ড গঠনের চেষ্টা হয়েছে। আমি উপসংহারে বলতে চাই শিক্ষার ক্ষেত্রে সাম্প্রদায়িকতার বিষ যেন না ঢুকে। উভয় সম্প্রদায় শান্তিতে ও সদ্ভাবে বসবাস করে একত্রে শিক্ষার আলোক ভোগ করতে পারে তারই ব্যবস্থা হওয়া উচিৎ। যদি শিক্ষাকে Muslim, Hindu, Schedule Caste প্রভৃতি শ্রেণী সম্প্রদায় হিসাবে বিভিন্ন কোঠায় ভাগ করা হয় এবং আলাদা আলাদাভাবে গড়া হয় তাহলে শিক্ষা না হয়ে অশিক্ষা, কুশিক্ষা ও গোলযোগ ঘটবে। শিক্ষা বিষয়ে সব সম্প্রদায়েরই স্বার্থ সমান ও এক। শিক্ষা যদি সার্বজনীন নীতির দ্বারা ঠিক পথে চালিত হয় এবং এইভাবে শিক্ষাপ্রাপ্ত লোকের সংখ্যা বৃদ্ধি পায় তাহলে মনে হয় যে সাম্প্রদায়িকতার

বিষ বাংলাময় ঢুকেছে সেই বিষের অবসান ঘটবে। এই জন্য আমার অনুরোধ পরিষদের সদস্যগণ প্রমথ বাবুর সংশোধন প্রস্তাব গ্রহণ করতে দ্বিধাবোধ কর্বেন না। এটি গৃহীত হলে বুঝবো বাংলায় শুভ বুদ্ধির উদয় হয়েছে ও দুর্যোগ কেটে যাচ্ছে।

Mr. ATUL CHANDRA SEN: Sir, I support the amendment that has been placed from this side of the House. This Bill, as I said on a former occasion seeks to officialise and communalise education. Let me first tell the House why I think that it seeks to officialise education. This Bill is practically tying the secondary education in the province to the chariot wheels of the Government. Really, the anxiety of the Government to load the Board with their nominees and with their appointees is not understood Why fear this Board? It has really no autonomy. Please look at section 45. Section 45 provides that the "Provincial Government may, by order in writing, suspend the execution of any resolution or order of the Board, the Executive Council or any Committee constituted under this Act, and prohibit the doing of any act which purports to be done or to be intended to be done under this Act, if in the opinion of the Provincial Government such a resolution, order or Act, is in excess of the powers conferred by" etc., etc Now, Sir, if in the opinion of the Government the Board in any case goes wrong, Government have the power to take drastic steps against it even to the extent of annulling its proceedings. One cannot imagine that there can be a more shameful and more naked fascism in the field of education. Armed with such power Government are not satisfied. They want to pack the Board with their own nominees and appointees. Just look at the Board as proposed by Government consisting of 48 members. There are, I have given only a hurried glance through it at this moment, as many as 17 members to be appointed by Government One is the President; then the Vice-Chancellor of the Dacca University who is appointed by Government and is in the pay of the Government. Sir, it is a very well known truth that people who are in the pay of the Government find it very difficult to exercise their own discretion and judgment even in matters educational. I am not casting any reflection on the present Vice-Chancellor of the Dacca University. He is a friend of mine and I know him thoroughly well What I mean to say is that a man who is in the pay of Government cannot be expected to discharge his duties in his own discretion in all circumstances. Then there are the following: Director of Public Instruction [sub-clause (*4*)]; then sub-clause (*5*), the Assistant Director of Public Instruction for Muslim Education; after that sub-clause (*20*) three women to be appointed by the Provincial Government, and next comes sub-clause (*21*), under which ten persons are to be appointed by the Provincial Government. This makes a total of 17. Besides these 17 members who are pure and simple Government's own people there are other members on the Board

who may be regarded as demi-officials. For reasons more than one and also for want of time I do not propose to scrutinise the Bill in that light. What I intend to stress is that the nominees of the Government officials and demi-officials can hardly be expected to go contrary to the views, contrary to the inclinations of the Government even in matters relating to education.

Sir, I have particularly to speak something about the President. The Bill provides that the President shall be appointed by the Provincial Government in their discretion. We do not agree. We hold that the President should be a man of outstanding eminence, a man of outstanding educational acquirements, a man who knows what education is, a man who can discern educational ideas and educational ideals of the present day and of the past. He must be an independent man, a non-official gentleman of outstanding eminence. The Government might as well leave the President to be appointed by the Board itself and might throw the onus on the Executive Council to appoint a Secretary, a whole-time man for doing day-to-day routine work. That is not in the Bill. What I mean to say is that the President must be a man who can be expected to exercise his judgment unhampered by the frowns or favours of the powers that be.

Mr. SPEAKER: What about fury?

Mr. ATUL CHANDRA SEN: Yes, Sir, fury too. You know better than I what the fury of the Government is, because you are not altogether unconcerned with matters educational. I say that the President must be absolutely an independent man. In this respect, I submit that the amendment is decidedly superior to the provision made by the Government. It does not deny the right of Government to appoint a President. But Government must not have unfettered discretion to exercise it in any way they like to suit the party political ends. It must be a choice subject to the conditions laid down by this House and one of the conditions that we propose is that the President shall be appointed by the Provincial Government on the recommendation of a Special Committee—composed of whom?—a Committee composed of 5 firebrand political agitators? No, but of men who can speak on education with authority. The first is Minister in charge of Education, the second the Vice-Chancellor of the University of Calcutta, not an unknown entity, the third the Vice-Chancellor of the University of Dacca, the fourth. the Chairman of the Public Services Commission and the fifth the Educational Commissioner with the Government of India. Sir, what is the idea? The idea is that any recommendation from such a body is bound to be helpful to a right appointment. If the Government refuse to accept this very wholesome, very modest and very reasonable amendment suggested by us, it would show not merely

their obstinacy but also their senseless obduracy. The conditions laid down by us will have the wholesome effect that the man who will be appointed as President subject to this condition will be a man whose educational qualifications, and educational eminence, will be beyond question. There is no reason therefore why the Government should refuse to accept this condition.

Now, Sir, I will turn to the other matter, namely, communal consideration. Of course, this clause is not really based on communal election. We call it communal because it gives weightage to a particular community far in excess of what might reasonably be demanded by that community. If we look at the table of schools, the number of students, the labour and money contributed by the respective communities, can any one say that the contributions of Mussalmans have been far in excess or at all in excess or at all commensurate with the weightage given to them in this Bill! I mean no reflection against my Muslim friends. What I mean to say is this that the contribution of the Muslim community has not been such as to justify the weightage given in this Bill to the Muslim community. Without going into details, without going into figures, I may say about 80 per cent. of the students are Hindus and perhaps more than 80 per cent. of the money contribution is from the Hindus. The labour is predominently Hindu labour that has gone to build up the educational super-structure in this land. Still, an unjustified weightage is given to the Muslim community. I can show you and the House that all this has been done not from any educational consideration. I repeat what I said in my speech the other day and made abundantly clear, viz., that this was not an educational Bill but a power-grabbing Bill, a communal Bill. Just for a moment look at sub-clause (8) of the clause under discussion which provides that one of the *ex-officio* members must be the Provost of one of the Muslim Halls of the University of Dacca to be elected by rotation. What is the idea in having the Provost of one of the Muslim Halls on the Board unless it be to give an artificial weightage to the Muslims? You may say that he is there to protect the educational interests of the Muslim community. Without meaning any reflection on the educational and cultural attainments of the present incumbent —I know the gentleman—the Provost of the Dacca Muslim Hall need not be an expert in matters relating to secondary education. If you say that the Provost of the Dacca Muslim Hall is bound to be a man of educational attainments and therefore his inclusion in the Board will help the cause of Muslim education, my reply is, there is the Head of the Department of Islamic Studies and Arabic of the University of Dacca, there is the Head of the Arabic and Persian Department of the University of Dacca and there is also the Assistant Director of Public Instruction for Muslim Education on the Board. There are so many people who could be relied on for the protection of Muslim interests. But what is the idea of having a man who is not an expert in matters

relating to secondary education unless it be to guarantee the artificial weightage given to the Muslim community? Sir, this is not fair, this is not reasonable and this is not just. We have made it clear on more than one occasion on the floor of this House that we on this side of the House stand absolutely opposed to any communal consideration, any communal representation, in matters educational. We regard education generally and secondary education in particular as a laboratory in which the substance known as nation building will be manufactured. We believe secondary education to be a laboratory in which a composite culture—not particularly Hindu culture, not particularly Muslim culture but a composite culture, viz., the Indian culture—is manufactured. And also we believe that secondary education is the instrument that will make the Bengali boy, Hindu or Mussalman, fit for the struggle for existence. Therefore what is needed is that people who are really competent to speak on education, people who have studied educational problems of this country and other countries, people who have educational ideas, people who have studied educational psychology and also people who know agriculture, industry and commerce, all these people should be there. I have made it clear the other day that agriculture has no communal colour and industry has no communal colour.

When it is a question of agricultural or industrial science, is there any one in this House who would be so communal-minded as to say that agriculture is a Hindu science or a Muslim science? In these matters what really does count is experiment and research, what really do count are educational ideas, what really does count is experience. Therefore, we on principle stand opposed to any communal considerations in matters of education. I know the Hon'ble the Chief Minister who is also the Minister of Education, if left to himself, will not think of education from a communal point of view. I might tell this House of his own college at Chakhar. It is very good of him to have made it in his own village which is almost my village too. If we take into consideration the staff he has appointed, you will see, Sir, that this staff is not really Muslim in composition; it is rather Hindu in composition. Not that the Education Minister has got any super-abundance of love for the Hindu community in preference to his co-religionists, but that in appointing the Hindu staff he has selected the best men available for the educational uplift of his community and incidentally of the other community. As regards the Committee of that college, although I am not sure, I believe the Committee is not purely communal in composition. What I mean to say is this that when a man is left to himself, when he is free to judge things as they really are, he is not communal. The Hon'ble Minister will have to admit that he is really doing no justice to his country, that he is really doing no justice to his community, but that he is really digging the educational grave of his own people if he is really obdurate in passing this Bill *in toto*, as it is.

With these few words, Sir, I accord my whole-hearted support to this motion.

Adjournment.

It being 11-3 a.m.—

The House was adjourned till 4-45 p.m. on Monday, the 15th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Monday, the 15th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 9 Hon'ble Ministers and 204 members.

STARRED QUESTIONS

(to which oral answers were given)

The book "Red Hell" by Joseph Ameel.

***156.** (SHORT NOTICE.) **Mr. NIHARENDU DUTTA MAZUMDAR:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether the attention of Government has been drawn to a book entitled "Red Hell" by Joseph Ameel, published by Roberts Hale, Ltd., of 102, Great Russel Street, London, and printed in Great Britain by Northumberland Press Ltd., Gateshead on Tyne, containing scurrilous propaganda against the Government of the Soviet Union, now being prominently displayed in several Calcutta bookshops including Thacker Spink and Co.?

(*b*) Whether it is the intention of Government to adopt—

(*i*) any specific measures in respect of the circulation of this book; and

(*ii*) any definite policy regarding scurrilous propaganda against the Soviet Government.

MINISTER in charge of the HOME DEPARTMENT (the Hon'ble Khwaja Sir Nazimuddin): (*a*) and (*b*) No.

Mr. NIHARENDU DUTTA MAZUMDAR: With reference to answer "No" to question (*b*) (*ii*), namely, whether Government propose to adopt any definite policy regarding scurrilous propaganda against the Soviet Government, will the Hon'ble Minister be pleased to state whether it is the intention of Government to see that such scurrilous propaganda is not allowed or whether Government has no definite policy with regard to the carrying on of such propaganda?

The Hon'ble Khwaja Sir NAZIMUDDIN: As far as the answer goes, it applies to both the questions (*i*) and (*ii*).

Mr. NIHARENDU DUTTA MAZUMDAR: With regard to the book "Red Hell" by Joseph Ameel, I asked whether it is the intention of Government to adopt any definite policy regarding scurrilous propaganda against the Soviet Government and the answer is "No". My supplementary question is whether it is the intention of Government in the absence of any definite policy to allow such scurrilous propaganda against the Soviet Government to go on at the present moment?

The Hon'ble Khwaja Sir NAZIMUDDIN: Wherever there is any new propaganda, this question will be treated on its merits and Government will act accordingly.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether the book entitled "Red Hell" by Joseph Ameel, which is a recent publication now being sold in the Calcutta book-stalls and which contains scurrilous and vicious propaganda against the Soviet Government, will be allowed to circulate at the present moment?

The Hon'ble Khwaja Sir NAZIMUDDIN: I assume that in view of the present situation, people will not be buying or reading this book and no useful purpose will be served by giving it undue prominence by banning it.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether similar propaganda will be allowed to be carried on against any of the allied Governments at the present moment?

Mr. SPEAKER: That question does not arise.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether, apart from his hope that buyers will not buy or read a book of this description, it is the policy of Government to allow by connivance encouragement of such books?

The Hon'ble Khwaja Sir NAZIMUDDIN: As far as I am concerned, I have not gone through the book and I do not know what is in it. But I feel no useful purpose will be served by giving undue importance to this book.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether since the question was tabled, he called for this book?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether he has ascertained as to whether the contents of this book come under the Defence of India Act or not?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, I have not ascertained it.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether it is his intention to ascertain whether the contents of this book come under the purview of the Defence of India Act?

The Hon'ble Khwaja Sir NAZIMUDDIN: I will have it examined.

Meeting of Munshiganj Hindu Sabha.

*157. **Mr. ASHUTOSH LAHIRI:** (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact—

(*i*) that the Subdivisional Officer, Munshiganj, withheld permission to hold a general meeting of the members of Munshiganj Hindu Sabha announced to be held on 30th July, 1941; and

(*ii*) that this meeting was called for the purpose of electing new office-bearers of Munshiganj Hindu Sabha?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state the reason for withholding permission by the Subdivisional Officer for holding the meetings?

(*c*) Do the Government contemplate issuing a circular to all Executive heads of districts prohibiting interference with holding of such meetings?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*) and (*c*) No.

(*ii*) I have no information.

(*b*) Does not arise.

Mr. ATUL CHANDRA SEN: With reference to answer (*a*) (*i*), do I understand the Hon'ble Minister to say that no such meeting was to be held or the meeting was held without the interference of the authorities?

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, the real point is that the District Magistrate of Dacca put a ban on all meetings in the Dacca district and the meeting was not withheld by the permission of the Subdivisional Officer, but by the District Magistrate of Dacca. When these people approached the Subdivisional Officer, the Subdivisional Officer directed them to refer the matter to the District Magistrate of Dacca, but they did not do so.

Sj. NARENDRA NATH DAS GUPTA: Will the Hon'ble Minister be pleased to state if he considers it necessary for any general meeting of any organisation to secure permission from the Magistrate or the Subdivisional Officer concerned?

The Hon'ble Khwaja Sir NAZIMUDDIN: It was a general ban and where the Magistrate was satisfied permission was given automatically. If these gentlemen had referred the matter to the District Magistrate, I believe, there would have been no difficulty in obtaining permission.

Sj. NARENDRA NATH DAS GUPTA: My point is this. Whether under the rules or by the order of the District Magistrate concerned, is it the intention of the Government that for any general meeting or any meeting of any organisation, whether of Hindu Sabha or of Muslim League, it is necessary for the organisers to secure permission from the authorities concerned?

Mr. SPEAKER: That question does not arise. The Hon'ble Minister says that there was a general ban on all meetings. That was the reason why this case arose.

Sj. NARENDRA NATH DAS GUPTA: Sir, the question arises because in this case it was a general meeting and not a public meeting and the question of taking permission from the Magistrate does not arise.

Mr. SPEAKER: A general ban was there on all meetings, whether it was a Hindu Sabha meeting or a Muslim League meeting.

Mr. ATUL CHANDRA SEN: With reference to answer (*a*) (*ii*), where the Hon'ble Minister says that he has no information, did he take necessary steps to have the information asked for?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir.

Restriction of movements of two persons of Faridpur under Defence of India Rules.

***158. Mr. SURENDRA NATH BISWAS:** (*a*) Is the Hon'ble Minister in charge of the Home Department aware—

(*i*) that one Samarendra Sinha of Rajbari, and one Surendra Nath Datta of Madaripur, both in the district of Faridpur, are persons upon whom orders of restriction of movements have been passed under the Defence of India Rules;

(*ii*) that the aforesaid two persons were earning their livelihood while under orders of restriction by coaching school boys; and

(*iii*) that both of the said two persons have been prohibited by the Police to coach boys?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state the reasons for depriving those two persons of their only means of livelihood?

(*c*) Has the Hon'ble Minister considered the propriety of enabling the persons under orders of restriction to earn their livelihood by honest means?

(*d*) Is the Hon'ble Minister also considering the desirability of granting allowances for maintenance and other necessities of life to persons who are deprived of the means of livelihood as an effect of the orders of restriction of movements passed upon them?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) (*i*), (*iii*) and (*c*) Yes.

(*ii*) They worked as private tutors.

(*b*) In the interest of public security the local officers considered it necessary to make it impossible for them to exercise a bad political influence on impressionable boys.

(*d*) I refer the honourable member to the policy of Government announced in the House on 19th September, 1940.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether Government have been informed of any instance of any of these two persons having ever exercised a bad political influence upon anybody in the locality where they are living?

The Hon'ble Khwaja Sir NAZIMUDDIN: Whether they have done it in the past or not is not the question. Government felt that if these persons were allowed to have contact with young and impressionable boys they would lead them astray.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether the local officers have informed the Government that they have reasons to believe that these two persons have exercised or are about to exercise a bad political influence on impressionable boys?

The Hon'ble Khwaja Sir NAZIMUDDIN: In view of their record in Calcutta, the District Magistrate assumed that that would be the natural result.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether Government have considered the fact that these two persons were taking up this private tutorship as their only means of livelihood and by the police order they have been deprived of their only means of earning their livelihood?

The Hon'ble Khwaja Sir NAZIMUDDIN: I see no reason why they should not have other means of earning their livelihood than the private tutorship.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether Government will be pleased to enquire whether it is a fact or not that these two persons had tried their utmost to take up other means of earning their livelihood, but failed, and after having failed they took up this private tutorship to earn their livelihood?

The Hon'ble Khwaja Sir NAZIMUDDIN: I have no information.

Mr. SURENDRA NATH BISWAS: Will the Hon'ble Minister be pleased to state whether Government are informed that the two boys under private tutorship of these two persons were boys of lower classes and as such Government had no reason for apprehension of these boys being politically influenced by their tutors?

The Hon'ble Khwaja Sir NAZIMUDDIN: My information is different from what the honourable member has stated.

Mr. SURENDRA NATH BISWAS: My question is whether it is not a fact that these two schoolboys were boys reading in the lower classes and as such Government had no ground for the apprehension that these two persons would exercise a bad political influence upon them.

The Hon'ble Khwaja Sir NAZIMUDDIN: I think that one of them was a private tutor to a boy reading in Class X.

Mr. SURENDRA NATH BISWAS: What about the other?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not know.

Mr. ATUL KRISHNA GHOSE: Will the Hon'ble Minister be pleased to state the age of these two boys and whether the opinion of their guardians was sought with regard to this question of bad political influence?

The Hon'ble Khwaja Sir NAZIMUDDIN: I do not think that the opinion of the guardian was sought, and I do not know the age of the boys.

Mr. SASANKA SEKHAR SANYAL: Will the Hon'ble Minister be pleased to state whether Government will consider the desirability of assisting such persons in finding out other means of livelihood?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir.

Mr. NISHITHA NATH KUNDU: In view of the circumstances disclosed in his reply, that they are unemployed now, will the Hon'ble Minister be pleased to state whether they are entitled to any maintenance allowance?

The Hon'ble Khwaja Sir NAZIMUDDIN: No, Sir.

Mr. ATUL KRISHNA GHOSE: Will the Hon'ble Minister be pleased to state whether it is a fact that the guardians of these two boys are willing to have them as private tutors.

The Hon'ble Khwaja Sir NAZIMUDDIN: I have no information, but that does not make any difference.

Appointments made in the office of the Chief Engineer, Public Health Department.

*159. **Kazi EMDADUL HAQUE:** (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to lay on the Table a statement showing from 1st January, 1940, up to date—

(*i*) the total number of posts—

(1) temporary, and

(2) permanent

in the clerical and technical sections in the office of the Chief Engineer, Public Health Department; and

(*ii*) the appointments made in the department—

(1) temporary, and

(2) permanent

during the period from—

(1) Hindus,

(2) Muslims, and

(3) Scheduled Castes?

(*b*) Will the Hon'ble Minister be pleased to state whether the appointments have been made in accordance with the communal ratio?

(*c*) If the answer to (*b*) is in the negative, will the Hon'ble Minister be pleased to state the reason thereof?

MINISTER in charge of the PUBLIC HEALTH and LOCAL SELF-GOVERNMENT DEPARTMENT (the Hon'ble Nawab Khwaja Habibullah Bahadur, of Dacca): (*a*) A statement in respect of the period from the 1st January, 1940, to the 30th June, 1941, is laid on the Library Table.

(*b*) and (*c*) The appointments have been made according to the communal ratio in respect of permanent posts and temporary clerical posts, but in regard to temporary technical appointments it was not possible to follow the communal ratio strictly, as technically qualified and experienced Muslim and Scheduled Caste candidates have not been always available.

Mr. ABDUL WAHAB KHAN: Will the Hon'ble Minister be pleased to state with reference to answer (*b*) and (*c*) where he said

that communal ratio rules were not followed in the matter of temporary technical appointments, what is the nature of these appointments? Do they include posts of overseers and engineers?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: It is not possible to follow the communal ratio rules because suitable candidates are not available. If the honourable member wants to have a detailed list of these technical appointments, I want notice.

Mr. MIRZA ABDUL HAFIZ: Will the Hon'ble Minister be pleased to state whether it is a fact that the Chief Engineer appointed some candidates of his own choice?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: I am not aware of that.

Mr. MIRZA ABDUL HAFIZ: Will the Hon'ble Minister be pleased to state if he will be pleased to make an enquiry into the matter himself?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: If the honourable member gives any specific case in writing, I shall be glad to make the enquiry.

Mr. ANUKUL CHANDRA DAS: Sometimes Scheduled Caste candidates are not recommended by the party. Will the Hon'ble Minister be pleased to enquire into the matter?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: If the honourable member gives me in writing any specific case, I will look into it.

Distribution of augmentation grant.

***160. Khan Bahadur MD. ANWARUL AZIM:** (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state the basis on which the augmentation grants to District Boards in Bengal are made?

(*b*) Will the Hon'ble Minister be pleased to state how much grants have been extended to the local bodies in Bengal, to balance the budgets in the District Boards?

(*c*) Is the Hon'ble Minister aware that District Board roads and bridges have been damaged by the recent floods in Chittagong district?

(*d*) If so, will the Hon'ble Minister be pleased to state the amount, if any, the Government contemplate to give to the District Board to meet the situation.

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: (*a*) A statement explaining the basis of distribution of the augmentation grant is laid on the Table.

(*b*) No grants are paid by Government for the purpose of balancing the budgets of the District Boards.

(*c*) Yes.

(*d*) The matter has not been considered as no application for such financial assistance from Government has been received in my department.

Statement explaining the basis of distribution of augmentation grant referred to in clause (a) of starred question No. 160.

The principle of distribution of the augmentation grant, as followed up to the year 1934-35 was as follows:—

The total amount of the augmentation grant for the Province in a year was calculated at 25 per cent. of the road cess receipts realised in the penultimate year. Half of this amount was distributed to each district rateably, i.e., according to the amount of road cess receipts realised in the district. The other half was distributed according to the mean proportion of the area and population of the district.

The amount of the grant due to each district was calculated thus—

(*i*) 12½ per cent. of the road cess receipts realised in the district; *plus*

(*ii*) the proportionate share of the moiety of the provincial augmentation grant, calculated on the mean proportion of the area and population of the district.

The actual distribution of the amount calculated according to (*ii*) above to each District Board was left at the discretion of the Divisional Commissioners, the distribution being made according to the needs of each district.

2. In consideration of the financial stringency of Government, the question of reduction of augmentation grant was considered during the year 1933-35 and it was decided in the year 1935 that the total amount of augmentation grant to be given to the District Boards in the Province as well as the amount to be given to each District Board should be fixed at the figures for the year 1934-35, without any reference to the road cess income of the District Boards. This method has been followed in distributing the grant up to the current financial year.

Election of Tippera District Board.

*161. **Mr. SHAHEDALI:** Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state with respect to Tippera district—

(*a*) the date when the last District Board election took place;

(*b*) the date when the next election is due; and

(*c*) when do the Government intend to hold the next election?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: (*a*) The election of members of the Tippera District Board by the Sadar, Chandpur and Brahmanbaria Local Boards was held on the 2nd, 5th and 10th February, respectively, in the year 1936.

(*b*) The next election of the District Board is due before 7th November, 1941, on which date the five-year term of the present Board will expire.

(*c*) The local boards in the district having been abolished, the next general election of the Board will be held under section 36D of the Bengal Local Self-Government Act, for which the prerequisites are the delimitation of constituencies, preparation of electoral rolls, etc., as provided in the Rules for the direct election to District Boards. The question of delimitation of constituencies has been taken up and the next election will be held as soon as possible after the necessary preliminaries have been completed.

Mr. SHAHEDALI: In view of the fact that the election took place in the month of February, 1936, will the Hon'ble Minister be pleased to state that the 5-year term expired in the month of February, 1941, and not that it will expire on the 7th November, 1941, as stated by him?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: The honourable member is aware that after the election, certain nominations took place and the 5-year term is calculated from the date on which the constitution of the Board is completed.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state whether it is a fact that the delimitation of constituencies has been effected by the local authority and it has been sent up to the Government for approval?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: I do not understand what the honourable member means by "has been effected". The proposals regarding delimitation of constituencies

have been sent up by the local authorities for Government's approval, after consultation with the District Board members and others. I cannot understand how it is effected.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state whether it is fact that the District Board of Tippera has formed constituencies in different thanas to which the approval of the District Magistrate has been obtained and that the matter has been sent up for the approval of the Hon'ble Minister?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: It has not come to my office and I know nothing about it. I will make enquiries.

Mr. SHAHEDALI: Will the Hon'ble Minister be pleased to state what time will be required for effecting the delimitation of constituencies and the preparation of electoral rolls?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: I cannot say.

UNSTARRED QUESTIONS

(to which answers were laid on the table)

Operation of the Bengal Money-lenders Act, 1940.

94. Mr. KSHETRA NATH SINGHA: (*a*) Will the Hon'ble Minister in charge of the Judicial Department be pleased to state how long the Bengal Money-lenders Act, 1940, is in force?

(*b*) Are the Government considering the desirability of compiling statistics relating to the workings of the said Act, and its effect on the problem of indebtedness?

MINISTER in charge of the JUDICIAL DEPARTMENT (the Hon'ble Nawab Musharruff Hossain, Khan Bahadur): (*a*) Since the 1st September, 1940.

(*b*) Yes.

Mr. ABDUL WAHAB KHAN: Will the Hon'ble Minister be pleased to state if it is in the contemplation of Government to bring in an amending Bill of the Bengal Money-lenders Act in view of the manner in which that Act has been working in the province?

Mr. SPEAKER: That question does not arise. Here the only point is the examination of the effect of the Act on the problem of indebtedness.

Mr. ABDUL WAHAB KHAN: With due respect to you, Sir, my question is, "Are the Government considering the desirability of compiling statistics relating to the working of the Act and its effect on the problem of indebtedness?"

Mr. SPEAKER: Yes, combined with statistics; but when there are no statistics, how can the question of bringing in an amending Bill arise?

Mr. ABDUL WAHAB KHAN: Will the Hon'ble Minister be pleased to state whether Government is now in possession of such facts as to consider the desirability of bringing in an amending Bill?

The Hon'ble Nawab MUSHARRUFF HOSSAIN, Khan Bahadur: Several Bills have been sent in by non-official members for amending the Act, and I do not know what the Government will do in future. At present, it is not in the contemplation of Government to bring in an amending Bill.

Arrest of Babu Amulya Kanchan Dutt Roy under Defence of India Rules.

95. Mr. MAQBUL HOSSAIN: (*a*) Will the Hon'ble Minister in charge of the Home Department be pleased to state whether it is a fact—

(*i*) that Babu Amulya Kanchan Dutt Roy, B.L., Pleader, Comilla, was arrested under Defence of India Rules; and

(*ii*) that he was produced before the Second Court at Brahmanbaria, Tippera, with handcuff and rope round his waist;

(*b*) If the answer to (*a*) (*ii*) is in the affirmative, will the Hon'ble Minister be pleased to state the reason thereof?

The Hon'ble Khwaja Sir NAZIMUDDIN: (*a*) Yes.

(*b*) He was handcuffed and tied in accordance with the provisions of Police Regulations, Bengal, 392, to which I refer the honourable member.

Mr. ATUL CHANDRA SEN: With reference to question (*b*), in the answer the Hon'ble Minister has said that the gentleman in question was handcuffed and tied in accordance with the provisions of Police

Regulations, Bengal, 392. Now, will the Hon'ble Minister be pleased to answer the question in plainer language and tell us what were the circumstances that made it necessary to produce a respectable pleader in handcuffs and with a rope round his waist before the court?

The Hon'ble Khwaja Sir NAZIMUDDIN: Sir, the answer so far was quite plain, the language was absolutely clear. There was no question of anybody having any doubts about it. The circumstances are as follows: When the prisoner was taken out of the Comilla Jail to take his trial at Brahmanbaria, some persons assembled and tried to speak with him, and he also wanted to speak with them in spite of the protest of the officer in charge of the escort party. Finding that the situation was getting out of control, the officer in charge handcuffed and roped the under-trial prisoner.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether it is the practice to have the Defence of India Rule prisoners tied, under the rule mentioned by the Hon'ble Minister, with a rope round the waist and handcuffed?

The Hon'ble Khwaja Sir NAZIMUDDIN: It is not a question of what category the prisoner belongs to; the rule applies to all. The point is that I am myself in great difficulty about this question of handcuffing and having ropes tied round the prisoners. The rule, as it stands, gives the discretion to the officer who is in charge of the prisoner, and if the officer thinks under certain circumstances that either the prisoner is likely to escape or he is going to be rescued, and if he, under such circumstances, exercises his rights to have him handcuffed and ropes tied round his waist, it is very difficult for Government to say that he was not doing right. It is a problem which I have been faced with for a long time. I propose to discuss further with the Inspector-General of Prisons about this matter and if after the meeting the honourable members, any of them, can give suggestions as to how I can get round this difficulty, I shall be very glad to have their assistance. Not only on this question but also during transit of a prisoner from one place to another the same difficulty arises. I continually get complaint of prisoners being handcuffed and ropes being tied round them, and the reply is that the escorting officer apprehended the likelihood of these prisoners escaping. Government cannot dispute that thing unless there are special reasons to prove that there was no apprehension whatsoever. And therefore it happens that as a rule, and specially during transit, the prisoners are handcuffed, and I have not yet been able to find any solution of this difficulty.

Mr. NIHARENDU DUTTA MAZUMDAR: In view of the fact that such wide power is given in actual practice to the officer in charge

of prisoners for handcuffing and tying them round with ropes, will the Hon'ble Minister be pleased to state whether in this specific case he made any enquiry as to whether this particular prisoner tried to escape or did anything which warranted his being handcuffed and tied round with a rope? In view of the Hon'ble Minister's invitation asking for suggestion, this is the definite question with regard to this particular case that I do like to know.

The Hon'ble Khwaja Sir NAZIMUDDIN: I am on stronger ground as far as this particular case is concerned. According to my information, the prisoner was not listening to the order of the officer in charge. And if one order is disobeyed, there is every likelihood of other orders being disobeyed, and I think the exercise of power in this particular case has been rightly done.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether he made any enquiry through any respectable persons present on that occasion at the court as to whether such allegation about the prisoner was true or not?

The Hon'ble Khwaja Sir NAZIMUDDIN: Administration would be impossible if Government were to assume that their officers did not send correct report.

Rai HARENDRA NATH CHAUDHURI: Will the Hon'ble Minister be pleased to enquire whether it was the usual practice, before this Ministry came into office, not to handcuff civil disobedience prisoners generally?

The Hon'ble Khwaja Sir NAZIMUDDIN: Our practice is the same. Very likely in the case of civil disobedience prisoners, as there was no possibility of their violating the orders and escaping, because these people were eager to go to jail, there was no necessity for handcuffing them or having ropes tied round their waist.

Filling up of the post of Professor of Medicine in Calcutta Medical College.

96. Maulvi MD. MOZAMMEL HUQ: (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state whether the post of the Professor of Medicine in the Medical College, Calcutta, has been permanently filled up?

(*b*) If the answer to (*a*) is in the affirmative, will the Hon'ble Minister be pleased to state—

(*i*) whether the appointment was made in consultation with the Public Service Commission;

(*ii*) whether the post was advertised before the appointment; and

(*iii*) whether the question of communal ratio was considered before the appointment?

(*c*) If the answer to (*b*) is in the negative, will the Hon'ble Minister be pleased to state the reason therefor?

(*d*) Will the Hon'ble Minister be pleased to state—

(*i*) what is the qualification of the candidate who has been appointed to the said post; and

(*ii*) whether any Muslim candidate with better qualification is available in the Medical College?

(*e*) Will the Hon'ble Minister be pleased to state the present number of—

(*i*) Muslim, and

(*ii*) Hindu,

Professors in the Medical College?

(*f*) If the number of Muslim Professors is not adequate will the Hon'ble Minister be pleased to state whether cases of qualified Muslim candidates were considered before filling up the post of Professor of Medicine?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca: (*a*) The post has been recently filled up permanently on a tenure basis.

(*b*) No.

(*c*) The post of Professor of Clinical Medicine is subordinate to that of the Professor of Medicine in the Medical College and both these posts when held by non-I.M.S. officers are included in the Bengal General Service. As Dr. M. N. De, Professor of Clinical Medicine, has been promoted to the Professor of Medicine, under rule 33 of the Bengal Public Service Commission Regulations, it is not necessary to consult the Public Service Commission. As this is a case of promotion, neither any communal consideration nor the question of advertisement arises.

(*d*) (*i*) M.B. (Cal.), M.R.C.P. (Lond.).

(*ii*) No.

(*e*) (*i*) 1 and (*ii*) 7.

(*f*) Dr. M. N. De was selected in 1937 by a Special Selection Committee after advertisement for the post of Professor of Clinical Medicine and the claims of all candidates were duly considered on that occasion. From this post he was promoted to the post of Professor of Medicine in 1938 being considered by Government to be the most suitable officer for the post. In case of promotion communal considerations do not arise.

Appointment of a Bengali Pharmacologist.

97. Khan Bahadur Maulvi MD. SOLAIMAN: (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state when Sir R. N. Chopra retired from the Indian Medical Service?

(*b*) Is it a fact that he is still continuing in service?

(*c*) Do the Government contemplate to appoint a Bengali Pharmacologist in Bengal?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca:

(*a*) With effect from 17th August, 1939.

(*b*) He is continuing in service as a non-I.M.S. outsider.

(*c*) When the post falls vacant, it will be widely advertised and filled by the best person available.

Vacancies in Pharmocology Department in School of Tropical Medicine.

98. Khan Bahadur Maulvi MD. SOLAIMAN: (*a*) Will the Hon'ble Minister in charge of the Public Health and Local Self-Government Department be pleased to state whether recently there were any vacancies in the Pharmacology Department?

(*b*) If so, have they been filled up?

(*c*) Will the Hon'ble Minister be pleased to state the qualification of the appointed candidates?

(*d*) Will the Hon'ble Minister be pleased to state whether any Muslim candidate with better qualification had applied for the post?

The Hon'ble Nawab Khwaja HABIBULLAH Bahadur, of Dacca:
(*a*) No.

(*b*) to (*d*) Do not arise.

Kanangoes appointed during 1940-41.

99. Mr. UPENDRA NATH EDBAR: (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state how many Kanangoes were appointed in Settlement Department during the years 1940 and 1941?

(*b*) How many of them are—

(*i*) Caste Hindus,

(*ii*) Scheduled Castes, and

(*iii*) Muslims?

MINISTER in charge of the REVENUE DEPARTMENT (the Hon'ble Sir Bijoy Prasad Singh Roy):—

(*a*) 1940 .. 82.

1941 .. No appointment has been made yet, but 102 candidates have been selected for training which is now in progress.

		1940.	1941 (Trainees).
(*b*)	Caste Hindus ..	32	37 (including 1 Buddhist.)
	Scheduled Castes ..	9*	15
	Muslims ..	41	50
	Total ..	82	102

Babu MADHUSUDAN SARKAR: Will the Hon'ble Minister be pleased to state the total number of Scheduled Caste candidates who applied for the posts of Kanungoes?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice.

Babu MADHUSUDAN SARKAR: Will the Hon'ble Minister be pleased to state how the suitability of the Scheduled Caste candidates for the post of Kanungoes was tested—whether they were to stand in the general competition or any special competition was held among the Scheduled Caste candidates?

*Not more than 10 suitable candidates belonging to the Scheduled Castes could be found and actually 10 candidates were selected but 1 did not join.

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The test was general fitness and then particular competition amongst the Scheduled Caste candidates.

Mr. RASIK LAL BISWAS: In reply to question (*b*) as regards the number of Scheduled Caste candidaes appointed in 1940, the Hon'ble Minister says, "Not more than 10 suitable candidates belonging to the Scheduled Castes could be found." Will the Hon'ble Minister be pleased to state how many candidates in all applied for the post since 1940?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: I ask for notice.

Mr. RASIK LAL BISWAS: Of the 10 suitable candidates when one did not accept the service, did Government ask any other candidates who was not selected first to join the service?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: When there were only 10 suitable candidates, what was the use of asking others?

Alleged deaths in Tippera due to starvation.

100. Maulvi MD. HASANUZZAMAN: (*a*) Will the Hon'ble Minister in charge of the Revenue Department be pleased to state whether the Government (Collector of Tippera or Sadar Subdivisional Officer, Comilla, or Circle Officer of Laksam Circle or Sadar Circle) have received any information, written or verbal, as to the death of people of Laksam and Chauddagram police-station from starvation due to the last flood and cyclone?

(*b*) If so, will the Hon'ble Minister be pleased to state—

(*i*) the number of cases about which such information has been received; and

(*ii*) whether the Collector has made any enquiry into the matter?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: (*a*) and (*b*) Five cases—four from Laksam police-station and one from Chauddagram police-station—in which death was alleged to have been due to starvation were reported to the Collector; but on enquiry it was found that the deaths were not due to starvation.

In each case, the Collector had had the enquiry made by a responsible officer.

Mr. SYED JALALUDDIN HASHEMY: Will the Hon'ble Minister be pleased to tell us the reason of the death of these five persons?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, in case of Umidunnesa, she committed suicide; in case of Nurjahan Bibi, she died of a boil in her ear; as regards Golapjan Bibi, she died of fever, and Meherjan Bibi also died of fever.

Mr. SYED JALALUDDIN HASHEMY: With reference to the first case, will the Hon'ble Minister please tell us the cause as reported by the police of this sort of suicide?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: She was off her head and she committed suicide.

Mr. NIHARENDU DUTTA MAZUMDAR: In the case of the other person who, as the Hon'ble Minister stated, died on account of a boil in the ear, will the Hon'ble Minister be pleased to state whether any doctor has actually certified that?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, unfortunately, the poor woman was not probably treated by a doctor and the doctor could not possibly certify long after death.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state on what information he bases his statement in the absence of a doctor's certificate that death was due to a boil?

Mr. SPEAKER: Mr. Mazumdar, let us be reasonable. Here is a case in which there was an allegation that death was due to starvation. How can a doctor long after death of a man or a woman certify that death was due to such cause? The question was whether any enquiry was made into the matter, and the reply is that it was done by a responsible officer.

Mr. NIHARENDU DUTTA MAZUMDAR: Sir, I would point out to you one thing only in this connection. Although we are used to such incidents and almost have grown callous about such happenings, we ought to take a serious view of a question of this nature and ought to have an enquiry made from the villagers, from respectable persons and neighbours to ascertain the actual causes of death.

Mr. SPEAKER: I am sorry; the questioner was a Government member, and he only wanted to know whether the Collector made an enquiry. If you have got any further supplementary question on this point you may put it.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state whether Government has made thorough enquiries to ascertain the actual causes of death in the other cases in which no doctor has examined?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: Sir, the Sub-divisional Officer visited the village and in the presence of the President of the Union Board and some other respectable villagers he held the enquiry and came to the conclusion that in the first case the woman committed suicide by drowning as she was suffering from madness.

Babu NARENDRA NARAYAN CHAKRABARTY: মন্ত্রী মহাশয়, গত পাচ বৎসরের মধ্যে বাংলাদেশে না খেয়ে একজন লোকও মারা গিয়াছে একথা কি গভর্ণমেণ্ট কখনও স্বীকার করেছেন ?

Mr. SPEAKER: That question does not arise.

Mr. NIHARENDU DUTTA MAZUMDAR: Will the Hon'ble Minister be pleased to state what enquiries were made with a view to ascertaining the cause of death in the second case?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: The enquiry was made in the second case by the Relief Officer and he also held the enquiry in the presence of others and came to that conclusion

Mr. NIHARENDU DUTTA MAZUMDAR: Did the Relief Officer come to the conclusion that death was due to boil in the ear?

The Hon'ble Sir BIJOY PRASAD SINGH ROY: This was reported to him. My honourable friend should have intelligence enough to understand the point which I am trying to make out that the woman died long before and when this allegation was made through this question we sent the officer to hold an enquiry. He went there, met the villagers, tried to ascertain facts and came to that conclusion.

Held over questions.

Mr. SURENDRA NATH BISWAS: Sir, what about the held over questions of the 13th?

Mr. SPEAKER: There is only about 15 minutes' time, and I am afraid they will not be finished. To be frank, as for myself I am having temperature for the last one week, but I am somehow carrying on with that temperature. As a matter of fact, in the morning I had 100° temperature and so I am not anxious to take other questions.

Message.

The Secretary then read out the following message from the Bengal Legislative Council:—

"That the concurrence of the Bengal Legislative Assembly be asked to the Bengal Maternity Benefit (Tea Estates) Bill, 1941, as passed by the Bengal Legislative Council at its meeting held on the 8th September, 1941."

Point of information.

Babu NARENDRA NARAYAN CHAKRABARTY: On a point of information, Sir প্রায় দশ কি বারো দিন হ'ল আমি একটা Adjournment motion এনেছিলাম এবং কতকগুলি Starred question এনেছিলাম Forward Block সম্বন্ধে, সেটা স্থগিত রয়েছে।

Mr. SPEAKER: I am just told that the answer has come this afternoon. So, we shall try to take it up to-morrow.

GOVERNMENT BILL.

The Bengal Secondary Education Bill, 1940.

Mr. SPEAKER: The arrangement that was arrived at on the last day was that all the amendments will be first formally moved and then there will be a debate on all of them.

Dr. NALINAKSHA SANYAL: No, Sir, that was not the arrangement. We made it perfectly clear and you also appreciated that so far as amendment No. 666 was concerned that should be disposed of first and when that was disposed of, 665 would be taken up, because that was an alternative amendment which would only arise when the other amendment was turned down.

Mr. SPEAKER: I hope you will remember that we agreed to finish clause 4 by to-morrow.

Dr. NALINAKSHA SANYAL: Amendment No. 666 to clause 4 which was first moved the other day and which is under discussion should be disposed of first.

Mr. SPEAKER: That has been finished.

Dr. NALINAKSHA SANYAL: We have not yet finished. It is only after that amendment No. 665 can come.

Mr. SPEAKER: If all the other amendments are formally moved up to the prayer time, then we can form a time-table amongst ourselves.

Dr. NALINAKSHA SANYAL: So far as this side of the House is concerned, we have already acquainted you with the amendments that are likely to be moved. We have asked one of our Whips to give you that list.

Mr. SPEAKER: Let me see first what those amendments are. Unless a time-table is fixed, it will be difficult to carry on.

Rai HARENDRA NATH CHAUDHURI: We adhere to your suggestion of time-table.

Mr. SPEAKER: Let all the amendments be formally moved and then we shall divide the time.

Rai HARENDRA NATH CHAUDHURI: If two motions, amendments Nos. 666 and 665, are discussed together, and if speeches are delivered, you will realise there will be a confusion of thought because amendment No. 666 is based on one principle and amendment No. 665 is based on an altogether different principle.

Mr. SPEAKER: Let the amendment be formally moved.

Dr. NALINAKSHA SANYAL: When we move it, we will have to give arguments. That will be difficult, Sir, at this stage.

Mr. SPEAKER: No, no. Now, will you tell me how long you will go on with amendment No. 666?

Dr. NALINAKSHA SANYAL: There you may allot the time.

Mr. SPEAKER: We may do that. But I must know what are the amendments which are going to be moved. May I know what are the amendments which are going to moved?

Dr. NALINAKSHA SANYAL: After we dispose of amendment No. 666?

Mr. SPEAKER: I understand that amendments Nos. 74-77, 82-86 form one group, and amendments Nos. 73, 87, 111, 121, 129, 153 and 156 form another group.

Mr. Stark, which amendments are you going to move?

Mr. A. F. STARK: We are moving amendments Nos. 68-71 and 221-224.

Mr. MD. ABUL FAZL: We are going to move amendment No. 231.

Mr. SPEAKER: Is there any motion in the name of the Scheduled Castes?

Mr. ABDULLA-AL MAHMOOD: There are Government amendments which will be moved.

Mr. SPEAKER: Government amendments in that regard will be moved last of all formally, if at all.

Dr. NALINAKSHA SANYAL: Why, if at all?

Mr. SPEAKER: I do not know. We may assume that Government will move.

Dr. NALINAKSHA SANYAL: Are you in possession of more information?

Mr. SPEAKER: No.

Sj. NARENDRA NATH DAS GUPTA: I want to move amendment No. 156.

Mr. SPEAKER: The two important amendments are amendments Nos. 665 and 666.

Dr. NALINAKSHA SANYAL: What about the amendment of the European Group?

Mr. SPEAKER: It is a minor one.

Dr. NALINAKSHA SANYAL: There is also a major amendment.

Mr. SPEAKER: They are not moving that. They have told me so to-day.

Dr. NALINAKSHA SANYAL: On the other day they said that they would move amendment No. 756.

Mr. SPEAKER: Yes, but to-day they have told me that they are not going to move it. What I say is subject to the agreement of the House; let us to-day finish amendments Nos. 665 and 666.

Dr. NALINAKSHA SANYAL: In the meantime, you want to take up other amendments?

Mr. SPEAKER: The only way in which these amendments will come is this. Let them be moved formally and let the whole debate continue.

Dr. NALINAKSHA SANYAL: May I submit that on a scrutiny of these smaller amendments from this side you will notice that most of them relate to a Board without communal representation and only when we will have a Board of this character disposed of logically these other set of small amendments recognising some kind of communal representation will come in. If you leave that to us, to arrange, we will not misguide you.

Mr. SPEAKER: Will you come and help me in working out a time-table?

Dr. NALINAKSHA SANYAL: I shall be very glad to do it.

Mr. SPEAKER: So long as we keep ourselves within the time allotted, I have no objection. In the meanwhile, the debate on amendment No. 666 will go on.

Babu NARENDRA NARAYAN CHAKRABARTY: মাননীয় সভাপতি মহাশয়, আমার শ্রদ্ধেয় বন্ধু শ্রীযুক্ত প্রমথ নাথ বন্দ্যোপাধ্যায় মহাশয়, যে সংশোধনী প্রস্তাব উপস্থাপিত করেছেন, সে সম্বন্ধে আমি দু-একটী কথা বলতে চাই। শ্রীযুক্ত বন্দোপাধ্যায় মহাশয় এবং তাঁর অনুবর্ত্তীগণ এই সম্পর্কে যে সকল যুক্তি প্রদর্শন করেছেন সেই সমস্ত যুক্তির পুনারাবৃত্তি না করে এই কথা আমি বলতে পারি যে, ব্যক্তিগতভাবে Secondary Education Bill যে আকারেই আসুক আমাদের সঙ্গে তার বিন্দুমাত্র সম্পর্ক নেই। এই বিল যদি গৃহীত হয়, হবারই সম্ভাবনা বেশী, তাতে আমি বিস্মিত বা দুঃখিত হবনা। যদি গৃহীত না হয় তাতেও আমার বিশেষ ক্ষতিবৃদ্ধি নেই। জাতীয় জীবনের দিক থেকে, জাতীয় স্বার্থের দিক থেকে এবং দেশের স্বার্থের দিক থেকে আজ যে দুর্যোগপূর্ণ আবহাওয়া পৃথিবীর দিকে দিকে ছড়িয়ে পড়ছে এবং ভারতবর্ষ যে বিপ্লবমুখী ভাব ধারার সঙ্গে দ্রুত সংশ্লিষ্ট হয়ে পড়ছে তাতে শুধু এই বিল

নয়, এই পরিষদের যে কোন কার্য্যবলীর আজ আর কোন মূল্য আছে বলে আমি বিশ্বাস করিনা। আজ বর্ত্তমান মন্ত্রীমণ্ডলীর মস্তকের ভিতর মানুষের মস্তিষ্ক নামক যে পদার্থ থাকে তা থাকা সম্ভবপর কি না এবং আছে কিনা জানি না। যদি সত্য সত্যই থাকত তা হলে আজকের দিনে এইরূপ বিল আনবার পূর্ব্বে তাঁরা নিজেদের অবস্থা সম্পর্কে একটু পর্য্যালোচনা করবার অবকাশ পেতে পারতেন। কিন্তু, তাঁদের সে বালাই নেই। যে দুর্য্যোগ আজ ঘনিয়ে আসছে জাতির ভাগ্যে, সমস্ত পৃথিবীর ভাগ্যে তাতে Education Bill নিয়ে মাথা ঘামাবার সময় এটা নয়। আজকের এই সঙ্কট মুহূর্ত্তে এমনধারা বিলের আলোচনায় জাতি বা দেশের কোন উপকারই যে হতে পারে না, তা একটু চিন্তা করলেই স্পষ্ট বোঝা যায়। এই বিলের অনিবার্য্য প্রতিক্রিয়াব ক্রমবর্দ্ধমান হিন্দু-মুসলমান সমস্যাকে আরো বেশী তিক্ত, হিংস্র ও দুঃখময় করে তুলবে। হিন্দু-মুসলমানের মধ্যে বিরাট কলহ এবং পার্থক্যের সৃষ্টি করা হবে। এবং তার বিষময় ফল সম্বন্ধে যদি একটু চিন্তা করতেন তাহলে বুঝতে পারতেন আজকের দিনে এই রকম বিল উপস্থাপিত করা সমীচিন হয়েছে কি না? বিরোধী দলের বহু বিজ্ঞ সদস্য এই বিলে অসঙ্গত ত্রুটি বিচ্যুতি এবং অনিষ্টকর ধারাগুলির সূক্ষ্ম ও নিপুণ সমালোচনা করেছেন। এবং সেই সমালোচনাকে আমি পর্য্যাপ্ত বলে মনে করি। যে মনস্তত্ত্ব এই বিলকে রূপ দিয়েছে, পরিপুষ্ট করেছে এবং প্রচারিত করেছে আমি শুধু সে সম্বন্ধেই আজ আলোচনা করবো। দেশের সম্মুখে আজ অনন্ত সমস্যা দেশ গঠনের বিপুল সম্ভাবনা এই মন্ত্রীমণ্ডলীর সম্মুখে উপস্থিত হয়েছিল। অন্ন বস্ত্রের কাঙ্গাল দেশ, শিক্ষাহীন, স্বাস্থ্যহীন দেশ, দেশের শিল্প নেই, বানিজ্য নেই, যুবক শক্তি বেকার—কর্ম্মহীন উদ্দেশ্যবিহীন একটা অলস উদ্যমহীনতা জাতির বুকে জগদ্দল পাথরের মত চেপে বসেছে। এত সম্ভাবনা থাকতে, এত সমস্যা থাকতে আজ সহসা মাধ্যমিক শিক্ষা বিলের কথা কেন মন্ত্রীমণ্ডলীর মনে উদিত হল। তবে এমনি করে জাতির শিক্ষা সঙ্ঘকে দ্বিধা বিভক্ত করার ইচ্ছাই বা মন্ত্রীমণ্ডলী এবং তাদের সমর্থকদের মনে জাগলো কেন? এর পেছনে যে মনোভাব যে দৃষ্টি ভঙ্গী ক্রিয়া করছে আমি তারই আলোচনা করব। আমরা জানি যুদ্ধ আরম্ভ হওয়ার দুই বৎসর পূর্ব্বে এই সমস্ত বিলের কথা মন্ত্রীমণ্ডলীর সমর্থকেরা ভেবেছিলেন এবং একে কার্য্যে পরিণত করতে চেয়েছিলেন। এবং জানতেন এক কথায়, যুদ্ধ হউক বা না হউক আগামী দুই তিন বৎসর পরে তাঁদের জনসাধারণের সম্মুখে যেতে হবে এবং একথা যদি প্রচার করতে পারেন যে জনসাধারণের জন্য তাঁদের আহার নিদ্রা নেই তাদের সুখের জন্য এরা যথাসাধ্য ত্যাগস্বীকার করেছেন ধর্ম্মের জন্য জান দিতে পর্য্যন্ত প্রস্তুত, তাহলে আবার নির্ব্বাচনের সময় ভোট মিলবে। এই শ্রেণীর বিলের পিছনে এই একমাত্র উদ্দেশ্য ছাড়া আর কিছুই নেই। আমি জিজ্ঞাসা করি সমস্ত জাতিকে পায়রার খোপের মত টুকরা টুকরা করে ভেঙ্গে কি কোন জাতি গড়ে উঠেছে? প্রত্যেক জাতিরই একটা নিজস্ব সত্ত্বা আছে। তাকে watertight compartmentএ বিভাগ করা যায়না ব্যক্তির স্বার্থ জাতির স্বার্থের উর্দ্ধে গণ্য হতে পারে না। যেমন একটি দেহকে যদি হাত পা মুখ এবং অন্য সমস্ত অঙ্গ প্রত্যঙ্গ বিভক্ত করা যায় সেই দেহ যেমন বাঁচতে পারেনা ঠিক তেমনি জাতীয় জীবনে যদি প্রত্যেক জিনিষটি খণ্ড খণ্ড করে দেখা যায় তাহলে সেই জাতি কখনই বাঁচতে পারেনা। জাতির শিক্ষা থেকে আরম্ভ

করে তার অর্থনীতি শিল্প বানিজ্য, তার সাধনা ও কৃষ্টির একটা অখণ্ড রূপ আছে। হিন্দু ও মুসলমান মিলিত অবদানে তা গড়ে উঠেছে, ভবিষ্যতেও তাই হবে। একে যাঁরা ভাঙ্গতে চান হিন্দুর শিক্ষা, মুসলমানের শিক্ষা, হিন্দুর শিল্প, মুসলমানের শিল্প, হিন্দুর বানিজ্য, মুসলমানের বানিজ্য, হিন্দুর অর্থনীতি আর মুসলমানের অর্থনীতি হিন্দুর কৃষ্টি ও মুসলমানের কৃষ্টি বলে যারা একে খণ্ডিত করতে যাবেন সমগ্র জাতির বুকেই তারা আঘাত করবেন জাতির অগ্রগতির পথে তারা হবেন অচলায়তন, জাতির প্রাণ শক্তিকে তারা করে তুলবেন অথর্ব্ব ও পঙ্গু। এসব সমস্যা ছেড়েদিলেও প্রতিদিনের ঘটনার দিকে চাইলে কি আজকের এই আত্মঘাতী ব্যবস্থার অসমীচীনতা আরও বেশী বেশী করে প্রমানিত হবেনা? প্রতিদিনের কাজে আমারা কি দেখতে পাই? চিকিৎসার বেলায় যদি হিন্দু মুসলমানের পার্থক্য মনে না আসে নিজেদের অকিঞ্চিতকর স্বার্থরক্ষার বেলায় যদি স্বজাতি প্রীতির প্রশ্ন মনে না আসে তবে জাতীয় জীবনের সব চাইতে যে প্রয়োজনীয় ব্যবস্থা সেই শিক্ষার বেলাতে হিন্দু মুসলমানের প্রশ্ন জাগে কেন? এ "কেনর" জবাব আমাদের নিজেদের চরিত্র একটুখানি বিশ্লেষণ করলেই বুঝতে কষ্ট হয় না। আমার এক বন্ধু সেদিন বলেছিলেন যে প্রাতঃস্মরণীয় মৌলানা মহম্মদ আলি প্রায়ই বলতেন "If Hindus are communal the Muslims are personal". আমরা ব্যক্তিগত স্বার্থের উর্দ্ধে উঠতে পারিনা। যদি বেশী উঠি বড় জোর সম্প্রদায় পর্য্যন্ত উঠতে পারি। আমাদের মধ্যে অনেকেই আছেন যাঁরা জাতীয়তাবাদী বলে নিজেদের পরিচয় দিতে ব্যাগ্র তাঁরাও এই সাম্পদায়িকতার উর্দ্ধে উঠতে পারেন না। প্রকৃত পক্ষে আমরা অনেক সময় সাম্পদায়িকতাকেই জাতীয়তা বলে ভুল করে থাকি। এই মনোভাবই বর্ত্তমান বিলের স্রষ্টা। অজ্ঞ জনসাধারণের মনে একটা ভ্রান্ত ধারণার সৃষ্টি করা ছাড়া এ বিলের পিছনে আর কোন উদ্দেশ্য নেই। তার দ্বারা আজ মুসলমান স্বার্থ ও হিন্দু স্বার্থের কথা ঘোষণা করা হচ্ছে। জনসাধারণকে আজ বোঝাতে হবে যে আমরা হিন্দু বা মুসলমান সদস্যরা জনসাধারণের মঙ্গলের জন্যই এই বিল উপস্থিত কবছি। মুসলমান স্বার্থ ও মুসলমানের কৃষ্টি হিন্দুর হাতে বিপন্ন শিক্ষাব্রতী, বিজ্ঞ, বিচক্ষণ, দূরদর্শী হিন্দু পণ্ডিত থাকতে পারেন কিন্তু তাঁরা যে হিন্দু এদের স্থানে মুসলমান না বসলে মুসলমানের শিক্ষাদিক্ষা বা কৃষ্টি ধ্বংস হয়ে যাবে। মুসলমানের কৃষ্টি ও শিক্ষাদিক্ষা রক্ষা করতে শিক্ষার অঙ্গকে কেটে দুভাগ করতে চাইছেন। জাতি হিসাবে মুসলমান মরে থাক কিন্তু মুসলমানের কৃষ্টি ও শিক্ষাদিক্ষাকে বাঁচিয়ে রাখতে হবে। এই অর্বাচীন ও অর্থহীন কথার বদলে যদি নিজের নেতৃত্ব নিজের অর্থকারী স্বার্থ বজায় থাকে অজ্ঞ জনসাধারণকে বোকা বুঝিয়ে যদি আবার বাংলার ভাগ্য বিধাতার আসন দখল করা সম্ভবপর হয় সেপথ পরিত্যাগ করা মূর্খতা ছাড়া আর কি? দেশ যাক্, জাতি যাক্, সমাজ যাক্, সর্ব্বস্ব চলে যাক্, আমাদের আত্ম তুষ্টি এবং আত্ম স্বার্থের ক্ষুদ্র সীমা বেষ্টিত ব্যবস্থা পরিপুষ্ট হয়ে উঠুক। সে স্বার্থ কড়ায় গণ্ডায় আদায় হয়ে যাক্ এ ছাড়া অন্য কোন মনোবৃত্তি বা উদ্দেশ্য এই সমস্ত বিল আনবার পেছনে কাজ করে নাই।

এঁরা কথায় কথায় বলেন Hindu culture, Muslim culture কখনও কোন দেশে কি একটা শ্রেণীর নামে culture গড়ে উঠেছে? ভারতের culture এমনভাবে

গড়ে উঠেছে যুগ যুগান্তর ধরে যে সেখানে কেবল হিন্দু culture বা মুসলমান culture বলে কিছু নেই? মুসলমান বলে কি কোন জাতি এদেশে ছিল? এখানে ছিল পাঠান, মোগল, তাতার, তুর্কী। তাদের বীরত্বের কাহিনীতে তাদের শিক্ষাদীক্ষা অত্যুজ্জল প্রতিভায় আমাদের জাতীয় ইতিহাস পরিপূর্ণ। ভারতের ইতিহাসে কোথাও মুসলমান রাজত্বের অস্তিত্ব দেখা যায় না। ভারতের ইতিহাসে ইংরাজ রাজত্ব না লিখে যদি খৃষ্টান রাজত্ব লেখা হয় তাহলে সেটা যেমন হবে ঐতিহাসিক মূর্খতা, ঠিক তেমনি ভারতের ইতিহাস লিখতে যেয়ে যাঁরা মুসলমান রাজত্বের উল্লেখ ও বর্ণনা করেছেন তাঁরাও অজ্ঞতারই পরিচয় দিয়াছেন। মুসলমান জাতি বলে এখানে কিছু ছিলনা। এখানে ছিল মোগল, পাঠান, তাতার, তুর্কী প্রভৃতি জাতি। তাদের শৌর্য্য, তাদের বীর্য্য, তাদের শিল্প সাহিত্য বাদ দিলে ভারতের culture ক্ষতিগ্রস্ত হবে। সেই সুদূর অতীতের অজানা ও নাম নাজানা বিস্মৃত প্রায় পৌরানিক যুগ থেকে আরম্ভ করে ঐ পাঠান, মোগল, তাতার, তুর্কীর সমষ্টিগত অবদানে ভারতের কৃষ্টি গড়ে উঠেছে। কত দধিচীর আত্মদান কর্ণের সাধনা যুধিষ্ঠির ও রামচন্দ্রের সত্যবাদীতা, কত আকবরের প্রতিভা, কত শেরশার শৌর্য্য, কত শিবাজী ও রাণা প্রতাপের দেশপ্রেম এদেশের কৃষ্টিকে করেছে সমৃদ্ধ। এ কৃষ্টি মুসলমানের নয়, হিন্দুর নয়, বৌদ্ধের নয়, পারস্যদের নয়; এ কৃষ্টি ভারতের, এ কৃষ্টি ভারতীয় কৃষ্টি। এ কৃষ্টির উত্তরাধিকারী আমরা হিন্দু, মুসলমান, বৌদ্ধ, শিখ, খৃষ্টানেরা। এর ভাষা এর জ্ঞান গাথা এর দর্শন কাব্য সাহিত্য এর আচার ব্যবহার সব গড়ে উঠেছে সেই বিগত দিনের প্রতিটি ভারতবাসীর অবদানে। তাই যখন শুনি যে মুসলমানের পৃথক কৃষ্টি এদেশের মুসলমানেরা দাবী করেন তখন এদের অজ্ঞতা ভেবে দুঃখ হয়। এবং এই অলীক কৃষ্টিকে রক্ষা করার মিথ্যা দাবী নিয়ে যখন তারা জাতির অনন্ত সত্তার উপর নির্ম্মম আঘাত করেন, তখন আরও দুঃখ হয় এই ভেবে যে এঁরা অন্ধ হয়ে আত্মহত্যার যে সহজ পথ বেছে নিয়েছেন তার শেষ কোথায়? কবে? সভাপতি মহাশয়, বর্ত্তমান বিল উপস্থাপিত করবার স্বপক্ষে আরও একটি যুক্তি প্রদর্শিত হয়ে থাকে। ইসলামের স্বার্থ রক্ষার জন্যই নাকি আজকে এই বিলের প্রয়োজনীয়তা উপস্থিত হয়েছে। ইসলামীয় স্বার্থ বলে কোন স্বার্থ সত্যই আছে কিনা এবং থাকলেও বাংলার মুসলমানের সঙ্গে সে স্বার্থের সম্পর্ক কতখানি গভীর ও ব্যাপক সে আলোচনা নিষ্প্রয়োজন। ইসলামীয় স্বার্থ বলতে যদি মুসলমান অধ্যুষিত দেশ সমূহের স্বার্থ বোঝায়, তাহলে আজ বলতে ইচ্ছা করে যে দিন একটার পর একটা করে মুসলমানের মাতৃভূমি ইউরোপের দানবীয় আক্রমণে বিজিত হতে থাকল সেদিন বাংলার মুসলমান কি করেছিলেন? আফ্রিকা, ইজিপ্ট, তুরস্ক, আরব সাম্রাজ্যবাদী ইংরাজ এদের বুকের উপর যে হাহাকার ও অবিচার চিরস্থায়ী করে রেখেছে তার জন্যই বা বাংলার মুসলমান কি করেছে? আর আজ যে মুসলমানের দেশ ইরাণের বুকের উপর ইংরাজ ও রাশিয়ার দানবীয় দম্ভ উল্লাসভরে নৃত্য করছে তার বিরুদ্ধে কই বাংলার মুসলমান ভারতের মুসলমান একবারও ত' আর্ত্তনাদ করছেনা। তাদের প্রাণের ভিতর একটা জিগীরও ত' উঠলনা। একটা প্রতিবাদ হলনা, একটা সভায় একটা কথাও ত' কেউ বললনা? (আজ মুসলিম স্বার্থরক্ষার জন্য Secondary Education Billএর প্রয়োজন। কলিকাতা বিশ্ববিদ্যালয়ের শিক্ষাপদ্ধতি মুসলমানের স্বার্থকে ক্ষুণ্ণ করছে কিন্তু সে কতখানি? ইরাণের

রক্তাক্ত হৃৎপিণ্ড যাদের হৃদয় টলাতে পারেনা, স্বাধীন ইরাণের বুকের উপর যারা ইরাণীদের গোরস্থান রচনা করল, তাদের যারা ইসলাম বিরোধী বলে মনে করেনা—তারা আজ কলিকাতা বিশ্ববিদ্যালয়কে ভাবছে ইসলাম বিরোধী এবং সেই কথা প্রচার করে দেখাতে চায় যে বর্ত্তমান বিল গৃহীত না হলে ইসলামের স্বার্থ রক্ষা করা যাবে না। একটা বিরাট মিথ্যাচার, ভণ্ডামি ও কপটতার বুকের উপর এই বিলের পাদপীঠ রচিত হয়েছে। এর পিছনে যুক্তি নেই, ন্যায় অন্যায় বোধ নেই। নিছক ব্যক্তিগত স্বার্থ বুদ্ধি এর স্রষ্টা পালক ও ধারক।

Mr. SPEAKER: I am afraid, Mr. Chakrabarty, you are going much beyond the scope of the amendment.

Babu NARENDRA NARAYAN CHAKRABARTY : সভাপতি মহাশয়, আমার বক্তব্য শেষ হয়ে এসেছে। আজকে দেখছি সত্যকার মুস্লিম স্বার্থের নামে কোথাও সাড়া পাওয়া যায় না। যখন কোন ষড়যন্ত্র করবার প্রয়োজন হয়, যখন বিভীষণের ন্যায় দেশদ্রোহী কার্য্য করবার প্রয়োজন হয়, জাতিকে চিরদিনের মত গোলাম করে রাখবার ষড়যন্ত্র হয় সেখানেই দেখি এই মিথ্যাচার সেখানেই মুসলমান স্বার্থ আর হিন্দু স্বার্থ মাথা খাড়া করে দাঁড়ায়, কৃতঘ্নতার পাল্লা দেওয়া হয়। আজকের দিনে সবচেয়ে বড় প্রয়োজনীয়তা জাতিকে নূতন ভাবে অনুপ্রানিত করবার। কামালপাশার কথা আজ মনে করুণ। তাঁর কল্পনায় মুসলমান ও খৃষ্টানের কথা স্থান পায় নি। অখণ্ড তুরস্কের দুস্থতার অসহ্য বেদনা তাঁকে বিপ্লবী করে গড়ে তুলেছিল। অখণ্ড তুরস্কের সংস্কৃতি, তার স্বাধীনতার তিনি স্বপ্ন দেখেছিলেন, আর সেই স্বপ্নই একদিন তিনি মূর্ত্ত করে তুলেছিলেন। তুরস্কের কোরাণ আজ তুর্কী ভাষায় লেখা হয়। আরবী ভাষায় কোরাণ পড়া বন্দ হয়ে গেছে। তুর্কীর সন্তানদের যদি কোরাণ পড়তে হয় তাহলে তারা নিজেদের ভাষায় পড়বে, এই ছিল কামালের কথা।

Mr. SPEAKER: I am afraid, Mr. Chakrabarty, I cannot permit you to continue like this. This is not the only occasion when I find you doing this. Whenever you speak, you speak not on the Bill itself but on everything else except the Bill. So, please confine yourself to the motion before the House.

Babu NARENDRA NARAYAN CHAKRABARTY : সভাপতি মহাশয়, যখনই এই শ্রেণীর বিলের আলোচনা সরকার পক্ষীয়দের তরফ থেকে করা হয়, তখনই ইস্লামীয় সংস্কৃতি ও স্বার্থের যুক্তির অবতারণা করা হয়ে থাকে। আমাকেও তাই বাধ্য হয়েই সেই যুক্তির খণ্ডন করবার চেষ্টা কর্ত্তে হচ্ছে। কোন দেশের কোন culture এইরূপ সাম্প্রদায়িক ভিত্তির উপর গড়ে উঠেনি, এই কথাই আমার প্রতিপাদ্য বিষয়।

Mr. SPEAKER: That you can do but not on the empire policy. You are speaking on the empire policy, and that is what I am objecting to. Please speak on the educational policy.

Babu NARENDRA NARAYAN CHAKRABARTY : আমি সেই কথাই বলছি। (Mr. SPEAKER : You are not.) আমি এক কথাতে বলতে চাচ্ছি যে কামালপাশা যে শিক্ষার বিধান নুতন করে গড়ে তুলেছিলেন তাতে সাম্প্রদায়িকতার স্থান ছিলনা। সেখানে ছেলে মেয়েদের co-educationএর ব্যবস্থা হয়েছে। ইস্‌লামীয় সভ্যতার তথাকথিত প্রতিভূ বোরখা চিরতরে তুরস্ক থেকে নির্বাসিত হয়েছে। তুর্কি মেয়েরা আজ অনাবৃত সুনীল আকাশের নীচে এসে দাঁড়িয়েছে। প্রাণভরে আজ তারা মুক্ত বায়ুর স্বাদ অনুভব করছে। সেখানে ছেলে মেয়েরা একসঙ্গে বেড়ায়, নৃত্য করে, সঙ্গীতের চর্চা করে। আজ তুরস্কের মেয়েরা এরোপ্লেন চড়ছে। আজ সমস্ত জাতি অন্ধ বিশ্বাস পরিত্যাগ করেছে। ভারতবর্ষের ইতিহাস কি এই রকম করে গঠিত হবেনা? ভারতবর্ষ কি কোন দিনই নিজের পায়ের উপর দাঁড়াবেনা? নব্য তুর্কীর মত আমরা কি হিন্দু বা মুসলমান হিসাবে না ভেবে একবার ভারতবাসী বলে ভাবতে শিখবনা? সেই ভারতবর্ষ যে ভারতবর্ষে—

"কেহ নাহি জানি কার আহ্বানে কত মানুষের ধারা,
দুর্বার স্রোতে এল কোথা হতে সমুদ্রে হ'ল হারা।
হেথায় আর্য্য, হেথা অনার্য্য, হেথায় দ্রাবীড় চীন,
শক হুনদল পাঠান মোগল এক দেহে হ'ল লীন।

(At this stage the red light was lit, but Babu Narendra Narayan Chakrabarty still continued to speak.)

Mr. SPEAKER: Order please. I expect that if a member wants to speak even after the red light is lit, it is only fair that he should ask the permission of the Speaker. That is the convention. But although you have seen the red light, you are still going on in your own way.

Babu NARENDRA NARAYAN CHAKRABARTY : সভাপতি মহাশয়, বর্তমান শিক্ষা পদ্ধতির আমি সমর্থক নহি। আমি সত্য সত্যই পরিবর্তন চাই। কিন্তু আমি চাই এমন পরিবর্তন যা জাতিকে একটা মহান আদর্শের উপর ভিত্তি করে গড়ে তুলবে। সেই শিক্ষা প্রণালীকে আমরা প্রাণ দিয়ে ভালবাসব এবং এই উদ্দেশ্য নিয়ে যে সব বিধান আসবে তা অন্ধের মত স্তাবকের মত মেনে চলব। আজ Soviet Russiaর যে শিক্ষা ব্যবস্থা হয়েছে আমরা সেই ব্যবস্থা চাই।

Mr. SPEAKER: You are giving advice to everybody in the world, but you yourself are not listening to any. As everybody is anxious to speak, it is equitable under the very Soviet principle which you are trying to enunciate that you should sacrifice a little in order to give a chance to brothers of yours.

Babu NARENDRA NARAYAN CHAKRABARTY : সভাপতি মহাশয়, আমি প্রথমেই বলেছি এই বিল গৃহীত হলে বা না হলে আমার বিশেষ কিছুই আসে যায়না। আমি জানি সামান্য কিছুদিনের মধ্যে শুধু ভারতবর্ষের নয় সমস্ত বিশ্বের রূপ পরিবর্ত্তন হবে।

Mr. SPEAKER: I hope you will finish in two minutes.

Babu NARENDRA NARAYAN CHAKRABARTY : এই দুর্য্যোগের দিনেও সেই আগামী দিনের প্রভাত সূর্য্যের রাগ-রক্তিম জ্যোতি যা সমস্ত জাতির বুক থেকে অন্ধকারের সমস্ত গ্লানি ধুয়ে মুছে ফেলে জাতির ললাট ফলকে জয় তিলক পরিয়ে দেবে, আজ সেই দিনের, সেই অনাগত কিন্তু আসন্ন দিনের আশায় বসে থাকব। আজকের জাতীয় দুস্থতায় আমরা মর্ম্মাহত। আজকের এই নিরাশা যেমন সত্য তার চাইতেও আরও বেশী সত্য সেই দিন, যেদিন আজকের এই পঙ্ক তিলক সত্য, স্বাধীনতা ও বিজয়ের উল্লাসে হয়ে উঠবে স্বার্থক, সুন্দর, মহান।

The Hon'ble Mr. A. K. FAZLUL HUQ: Sir, I have got to explain to the House the constitution and the motions that have been moved and discussed, and it is for this reason that I do not wish to make a long speech at the present moment. I may tell the House that the principle underlying the distribution of seats has been very carefully worked out in order to give due representation to various interests, keeping in view the needs and requirements of education and lastly preserving the communal ratio as much as possible. We have done that, Sir, by giving representation to communities, giving representation to *ex-officio* members in order to justify the needs of education, and we have also made allowance for *ex-officio* members. At the present moment I do not wish to say anything further, but I cannot, as at present advised, accept any amendment or change the constitution of the Board as in the Bill without destroying the fundamental principles on which the Bill is based. For this reason I oppose the amendments.

Mr. ATUL KRISHNA GHOSE: Mr. Speaker, Sir——

Mr. SPEAKER: I must bring the debate to a close. You will have enough opportunity to speak on amendment No. 665. Let all the amendments be formally moved first and then let there be discussion.

Mr. ATUL KRISHNA GHOSE: Sir, that is about minor amendments.

Mr. SPEAKER: There is no question of minor or major amendments.

Mr. SASANKA SEKHAR SANYAL: Mr. Speaker, Sir, before you proceed further, may I remind you that the arrangement was otherwise.

Mr. SPEAKER: What was the arrangement?

Mr. SASANKA SEKHAR SANYAL: The arrangement was that after the Chief Minister has spoken, speeches will go on.

Mr. SPEAKER: On amendment No. 666.

Mr. SASANKA SEKHAR SANYAL: Some will speak on definite issues and others will speak on general issues.

Mr. SPEAKER: If there is any desire to move amendment No. 665 or any of the amendments of which a list has been given, I am prepared to allow it.

Mr. SASANKA SEKHAR SANYAL: After all, we shall have to carry on the debate, advancing our points within the minimum space of time. It is no use killing time for nothing. But, Sir, there are several amendments which have got to be discussed independently because we need not and cannot anticipate either, but there are certain other amendments in which certain common questions of principle will arise.

Mr. SPEAKER: There are only one or two amendments which require to be discussed separately. How long am I to go on with amendment No. 666?

Mr. ATUL KRISHNA GHOSE: I am going to support the amendment.

Mr. SPEAKER: How long am I to go on?

Mr. SASANKA SEKHAR SANYAL: Sir, certain amendments take more time than others.

Mr. SPEAKER: Please give me a time-table.

Mr. SASANKA SEKHAR SANYAL: Let the debate go on on the basis of one or two amendments, apart from voting. It is no use creating water-tight compartments.

Mr. SPEAKER: I don't want that.

Mr. SASANKA SEKHAR SANYAL: That is quite true, Sir. But there are some which cannot be mixed with others.

Mr. SPEAKER: You cannot say let each amendment be moved separately.

Mr. SASANKA SEKHAR SANYAL: That we are not saying.

Mr. SPEAKER: Amendment No. 666 may be put to vote to-morrow provided you move other amendments.

Mr. ATUL KRISHNA GHOSE: We will discuss now amendment No. 666.

Mr. SASANKA SEKHAR SANYAL: I shall explain to you in person.

Mr. SPEAKER: In the meanwhile, let Mr. Ghose go on with his speech.

Mr. ATUL KRISHNA GHOSE: Mr. Speaker, Sir, I rise to support the amendment so ably moved by my esteemed friend Mr. Pramatha Nath Banerjee. Sir, in discussing this Bill one has got to see whether the Bill has been introduced here for the purpose of education or for a purpose other than education. If this Bill has been introduced for the purpose of educational development of the country, nobody will be more glad and happy than I am. But, Sir, a critical study of all the provisions made in different clauses and sections of the Bill makes it transparent that the Bill has been introduced not for the development of education but with some other motive behind it and that motive, if I am allowed to say so, is a sinister motive, a motive which from every consideration is reactionary and anti-national. Under certain political inspirations, under certain political exigencies, we find in history many misdeeds have been perpetrated. If we trace the course of history, we will find that the Britishers murdered the heroic Joan of Arc in the name of politics! If we trace the records of history we will find that many a patriot has been hanged in the name of administration of Government. If we trace the records of history, we will find that the opium war was declared in the name of politics. Political circumstances prompted different groups, different sections, different votaries, in different times to introduce measures regardless of consequences, but ultimately the nation suffered and suffered very bitterly. To-day from communal considerations you may introduce a Bill, a Bill which may ultimately ruin your own community. To-day you

may laugh. To-day you may go on merry-making regardless and careless of the future. But time may come when your descendants will realise that you did this work of misdeed for which they will have to bear the burden and pay the penalty. One Mir Jaffar and one Umi Chand did something in the past and to-day we Bengalees are suffering for their misdeeds.

Mr. SPEAKER: Just a minute.

Mr. ATUL KRISHNA GHOSE: Sir, am I to understand that at 6-5 p.m. the House is going to be adjourned for prayer?

Mr. SPEAKER: Yes. You have no points.

Mr. ATUL KRISHNA GHOSE: I have many points to argue.

Mr. SPEAKER: You may do so after adjournment. It has been agreed to that immediately after Mr. Ghose finishes his speech, amendments Nos. 68, 71, 73, 74, 77, 78, 81, 82, 86, 87, 112, 121, 129 and 131 will be moved one after another without putting amendment No. 666 to vote. All these will be finished to-day. To-morrow amendments Nos. 156, 158, 221 and 231 will be moved and thereafter amendment No. 665 will be taken up.

(At this stage the House was adjourned for 15 minutes.)

(After adjournment.)

Mr. ATUL KRISHNA GHOSE: Sir, an important question has arisen whether there are important points in our discussion. It may be surprising to many, but I think it will not be a digression if I say that important points have been raised at different times under different circumstances. During the last Great War, President Woodrow Wilson raised his famous fourteen points, and he thought that those points were very sharp and very important. Thereafter, when Mr. Jinnah raised his fourteen points, he also thought that those were the most invaluable points ever discovered in the history of research of political theories. But, Sir, it is time alone which can give its correct verdict whether some points are important or not. What to-day we think to be important points, to-morrow time may give a different verdict that it is absolutely nonsense. The provisions contained in this Bill may appear to be important to some members, but without referring to any personalities, may I be permitted to say that the theory propounded in this Bill is rotten and not worth the paper on which it is written. When this Bill will be criticised, say, 25 or 50

years after, when this Bill will become a matter of history, our next generation may very well ask this pertinent question—"Were the men of that time incapable of independent thinking; were they actuated by educational reform or was there something sinister behind this Legislative measure?" To-day, Sir, I raise that question in advance: is this measure really meant for the educational development of this province or is there some motive behind it—some selfish motive, some personal motive or some political motive—that has been the guiding factor in introducing this Bill? When I speak in this strain, I do so, not because of the fact that this Bill will do immense injury to the Hindus, but because I am confident of the fact that this Bill, if passed into an Act, will injure everybody in Bengal, whether he is Hindu, Moslem or Christian. To-day, Sir, the situation has altogether changed. Under the baneful influence of the Communal Award and the spirit of the time one may be carried away by communal considerations, but history will not support it. History will give its correct verdict in due course. To-day the Communal Award may be something like Aladin's Lamp to one particular community, who may think that because of its communal majority it can do anything it likes, and it can have anything it chooses to have. Sir, it may be a temporary gain or even it may be a temporary loss. Taking it for granted that it is a temporary gain, may I sound a note of warning that this temporary gain of to-day may eventually prove to be an immense loss to their future generations? The so-called Aladin's Lamp will not last for ever. One day the lamp will be extinguished, and in its place some new light, a new ray of hope, a new philosophy, a new ideology will come to this country when the people will analyse everything properly in the light of that lamp. And when they will scrutinise this measure in that light, what will be your position in the judgment of the people of those future days? In the field of politics when we discuss a matter of public importance, we ought to remember that it is a matter not only of to-day, but one which is intimately connected with the future as well. Therefore, before giving effect to a measure of such public importance like this Bill, which we are now going to enact into law, we ought to think fifty times as to whether we should launch in such an abnormal measure.

Now, Sir, to understand the precise nature of the Bill, we have to consider the constitutional reform under which we are now working. The present Government of Bengal has come into existence under the Government of India Act, 1935. The Government of India Act was framed by a foreign power which rules over India, and it does not satisfy any of us. Not a single community, not a single communal organisation in India has given its approval to this measure. But, Sir, even the devil must be given its due, and the Government of India

Act of 1935, by virtue of which this Assembly has come into existence, does not provide for nomination. Even the British bureaucracy has gone so far as to forsake some of its control exercised by means of nomination which it had enjoyed as a right and a privilege for many, many years. The system of nomination means nothing else than to have a number of men who would be always at its beck and call. But intoxicated with the power that has devolved on it, the present democratic Government of Bengal is unwilling to give up the power, privilege and right of nomination which has devolved upon it as a legacy from the past bureaucratic Government. Government wanted to take eleven members by means of nomination, but the Select Committee has reduced it to ten. When we come to the proviso to this clause, it becomes ludicrous. The proviso says—These nominated members will be taken in by virtue of their expert knowledge from the educational standpoint in agriculture, industry, commerce and medicine, etc. Sir, our past experience and the records of this Government in matters of nomination are a clear proof that nominated members are persons who can flatter the Ministry, who can follow them like dogs, and who can do anything and every thing at their dictation. No question of merit, no question of expert knowledge is taken into consideration but still in the proviso clause it is stated: "Provided that amongst the ten persons to be appointed under this clause persons having special or technical knowledge from the educational standpoint in agriculture, industry, commerce and medicine, persons associated with physical education and representatives of the teaching staff of the training colleges in Bengal shall, as far as possible, be included." I submit, Sir, this "as far as possible" will never be realised, and it is the flatterers and *mosahibs*—(At this stage, the member having reached him time-limit was allowed one minute's time to conclude his speech.)—and men who are prepared to sell their conscience at the dictates of Government, it is they and they alone who will go into the Board as nominated members. Under these circumstances, if I say that the whole Bill is reactionary and that the whole Bill has been launched not for the purpose of education but with some other sinister motive, I think, Sir, I am not far from right. Government may not acknowledge it to-day, but the people of Bengal will realise it to-day or to-morrow.

Sir, with these words I support the motion.

Mr. SPEAKER: I am very sorry to say that during the prayer interval I sent for Dr. J. M. Das Gupta, a member of the House, and I find that my temperature is rising more and more since I came to the House and now is over 101°. So, I hope the House will forgive

me if I go now and leave the Deputy Speaker in the Chair for the time being. The Opposition has agreed to a certain arrangement, and I hope they will keep to it in my absence.

(At this stage Mr. Deputy Speaker took the Chair.)

Mr. R. A. GOMES: With reference to the election of the Indian Christian member on the proposed Bengal Secondary Education Board, amendment No. 666 suggests that the election shall be run by the Indian Christian Association. As a representative of the Indian Christians in this House, I strongly oppose this. In my community there are two associations of equal importance, the Indian Catholic Association and the Indian Christian Association. It would be most unfair to allow our member on the Board to be elected by the Indian Christian Association only, thereby ignoring the Indian Catholic Association. (Dr. NALINASHA SANYAL: What electorate do you suggest?) Under the existing circumstances, I think that the clause in the Government Bill answers the purpose best.

SJ. ASHUTOSH MULLICK: Sir, Secondary Education Billএর এই বোর্ড—Black Board, শিক্ষা-বাতিকগ্রস্ত মন্ত্রী মহাশয় এই শিক্ষা-বিলের Black Boardএ যে অঙ্কপাত করেছেন—তাহা শুভঙ্করী নহে, পাটিগণিতও নহে। উহা অস্থিত পঞ্চক-বীজ-গণিত। কিম্বা তার চেয়ে আরও বেশী জটিল। উক্ত বোর্ডে সরকারের দশদিকপাল দশজন মনোনীত ব্যক্তির সংস্থান হওয়ায় উহা যেন বীজগণিতের indexএর সহিত দাশমিক ভগ্নাংশের একত্রে অপূর্ব্ব সমাবেশ হইয়াছে। একেবারে উহা যেন হাতির দাঁত সোনায় বাঁধা। মন্ত্রী মহাশয়ের অঙ্কশাস্ত্রে যথেষ্ট বুৎপত্তি থাকা সত্বেও মনোনয়ন সংখ্যায় পৌনঃপোনিক বিন্দু বসাইতে ভুল করিয়াছেন কিনা, বলিতে পারি না। অর্থাৎ বোর্ডের মনোনীত সভ্যের সংখ্যা ইচ্ছামত হ্রাস ও বৃদ্ধি করার ক্ষমতা প্রয়োজনানুরোধে ভবিষ্যতের জন্য হাতে রাখ্‌লে সমস্যাটা যেন আরও একটু বেশী ঘোরাল হইত। আমাদের পক্ষ থেকে কোন সংশোধন প্রস্তাব আন্‌লে মন্ত্রী মহাশয় তাহা যদি গ্রহণ করেন তাহা হইলে হয়তো বাংলা সরকারের এত কালের অক্ষুন্ন মর্য্যাদা খুন্ন হইবে সেই জন্য আমি কোয়ালিশনী দলের নেতৃকল্প সদস্যদিগকে ভুল সংশোধনের জন্য সাবধান করিয়া দিতেছি। অঙ্কশাস্ত্রের কুতবমিনারে চড়ে উহার সমাধান করতে গেলে আমাদের মাথা ঘোরে। প্রাদেশিক স্বায়ত্বশাসনের তাজমহলে চড়ে অনুবীক্ষণ কিম্বা দূরবীক্ষণ যন্ত্র সাহায্যে পরীক্ষার চেষ্টা করলেও উহা শিক্ষার উন্নতিকল্পে কোন সমাধানে পৌঁছাইবে বলে মনে হয় না। এই বীজগণিতের সর্ব্বত্রই সাম্প্রদায়িকতার গোঁজামিল। উহা বর্ত্তমান মাধ্যমিক শিক্ষা বিলে যে বীজ বপন করিবে তাহাতে নিষিদ্ধ ফলই জন্মাইবে। যা খেলে মৃতকল্প জাতীয় শিক্ষার মৃত্যু আরও সত্বর ঘনাইয়া আসিবে। কারণ ধর্ম্মের পর্ব্বত গুহার অভ্যন্তরে খাড়া হয়ে দাঁড়ান যায় না। আর হামাগুড়ি দিয়ে অন্ধকারে হাতড়ে বেড়ালে কোন অমূল্য চিন্তামণি আমাদের হাতে ঠেক্‌তে বাধ্য, সে বিশ্বাস আমাদের চলে গিয়েছে। Sir, এই বিলের প্রদর্শিত শিক্ষা সংস্কারক সংঘের রাশিচক্র থেকে—আমাদের জাতীয় শিক্ষা

আতুড়েই মরবে কিংবা তার শতবর্ষ পরমায়ু হবে সে কথা আমি বলতে অপারক। সমুদ্র পার হতে যে সকল বিদ্যার আমদানী হওয়ায় এই বিলের জন্ম হইয়াছে তার সাহায্যেও উহা ঠিক ঠিক বলা যাবে না। কারণ সামুদ্রিক বিদ্যা তার ভিতর পড়ে না। তবে, একথা নিঃসন্দেহে বলা যাইতে পারে, এই বিলের এই ধারানুযায়ী গঠিত সংস্কারক সংঘকে যদি কেহ বাংলা সরকারের তথা কোয়ালিশনী সদস্যবৃন্দের বেনামদার আখ্যা দেন তাহা হইলে তাহা অত্যুক্তি কিম্বা অতিরঞ্জিত হবে ব'লে আমি মনে করি না। আমি একথা শিক্ষাপ্রিয় কোয়ালিশনীদলের বন্ধুদিগকে জিজ্ঞাসা করি—আচ্ছা এই রকম একটা বেনামী কারবারের প্রয়োজন কি? আমাদের যখন নীতির জুতা সেলাই থেকে ধর্ম্মের চণ্ডীপাঠ পর্য্যন্ত সমান অধিকার, কোন কিছু ব্যাপারে আমরা পিছপাও নই, তখন আর চিন্তা কি? এই ব্যাপারে আমি একটা constructive suggestion দিতে চাই—প্রথমত একটা বিল আনতে হবে যার নাম হবে "Lifelong Membership of Bengal Provincial Legislatures Bill". কোন private member এ বিল আন্‌লে হবে না কারণ quorum fail করার ভয় আছে। এ ভার গভর্ণমেণ্টকেই নিতে হবে। বাংলাদেশে এই ভাবের কোন একটা বিল unprecedentedও হবে না, কারণ Permanent Settlement বাংলার নিজস্ব সম্পত্তি এবং তাহা Laws of the Land. ঐ বিলের amendmentএ সদস্যগণ প্রয়োজনবোধে পুত্র পৌত্র কন্যাদি উত্তরাধিকারীক্রমে কেহ স্ত্রী-আদিক্রমে ভোগ দখলের দাবী করিতে পারেন, যাতে মৌরসীস্বত্ব নষ্ট না হয়। কিন্তু মন্ত্রিত্বের গদী লইয়া গোলযোগ হইবে কিনা কে জানে? আসুন, ভোটের অতুলনীয় ক্ষমতা অযথা অপব্যবহার না করে তার ঠিক ঠিক সদ্ব্যবহার করা যাক। আমি হৃদয় দৌর্ব্বল্যের সহিত বলিতে পারি উক্ত বিলে opposition দেওয়ার জন্য সদস্য অতি বিরল হ'বে। ভোটাধিক্যে যখন সব কিছু সমস্যার সমাধান হইবার বিধান আছে এবং House of Commonsএর নির্দ্দেশ ও তাহাই, তখন ভোটানুকূল্যে এই অসাধ্যসাধন অতি সহজ হইবে। এবং ইউরোপের এই যুদ্ধ বিগ্রহের কালে আমাদের ভাগ্যবিধাতাদের ভাগ্যবিপর্য্যয়ের ভীষণ পরিস্থিতিতে এই প্রকারের একটা বিলও গ্রাহ্যনীয় হইবে এটা বলাই বাহুল্য। সর্ব্ববাদিসম্মত এই বিল বাংলার ইতিহাসে স্বর্ণাক্ষরে প্রাদেশিক স্বায়ত্তশাসনের বিজয় গৌরব ঘোষণা করিবে সন্দেহ নাই। তারপর শিক্ষা সংস্কারই বলুন, আর Calcutta municipal amendmentই বলুন, সব কিছুরই জন্য বাছাই বাছাই সদস্য-পুঙ্গবের সমাহারে একটা একটা Committee গঠন করিয়া দিলেই সব সমস্যার যুগপৎ সমাধান হইয়া যায়। পরমুখাপেক্ষী হইয়া বসিয়া থাকার চাইতে স্বাবলম্বী হওয়া যে ঢের ভাল এ বিষয়ে মতভেদ নাই। আমার এই প্রস্তাব যদি অগ্রাহ্য হয়, তবে আমি এই প্রসঙ্গে আরও দুই একটা কথা বলতে চাই। Sir, আমাদের পক্ষে কোন্ শিক্ষা ভাল, তা নির্ণয় করার পূর্ব্বে আমরা কি হতে চাই সে বিষয় মন স্থির করা আবশ্যক। তা না হলে ইহা যেন—"পিপাসায় চাহিলাম এক গ্লাস জল, তাড়াতাড়ি এনে দিলে আধখানা বেল। চাহিলাম জুতো—এলো গোদ"। অবশ্য জুতা না পাওয়ায় ক্ষোভ দূর হইল। কিম্বা, দৃষ্টান্তস্থলে মাথায় টাকওয়ালা কোন ব্যক্তির যদি কোন কারণে দৈব প্রভাবে বক্ষদেশে আজানুলম্বিত কেশ গজাইয়া উঠে তাহা হইলে সে ব্যক্তির কি টাকের ক্ষোভ দূর হইবে? অর্থাৎ এই বিলের সাহায্যে সরকারের বেনামদার

যে সংঘ সংগঠিত হইবে তথায়া কি জাতীয় শিক্ষা ঠিক ঠিক স্বাধীন ভাবে পরিচালিত হইবে, কিংবা তথায়া কি শিক্ষা সংস্কারের ক্ষোভ দূর হইবে? (Hon'ble Mr. FAZLUL HUQ: ভাল করে বুঝিয়ে দিন।) ধরুণ, রামের বাড়ীতে শ্যাম কিম্বা শ্যামের বাড়ীতে রামকে খুঁজিলে, রাম কিম্বা শ্যাম কাহাকেও পাওয়া যায় না। যিনি সত্যিকারের রাম কিম্বা শ্যামকে খোঁজ করেন তিনি পৃথক পৃথক ভাবে খোঁজ করেন এই সনাতন নিয়ম না মেনে যদি কেহ অনুসন্ধানে প্রবৃত্ত হন তাহা হইলে বুঝতে হবে তাঁর "বিশমিল্লায় গলদ"। তিনি রাম কিম্বা শ্যামকে বাদ দিয়ে একটা অপর কিছু চান অর্থাৎ যেন তিনি রহিমকে চান। এই বিলের প্রদর্শিত সংস্কারক সংঘের গঠন প্রণালীর লক্ষণ হইতে নিঃসন্দেহে বলা যাইতে পারে এই বিল শিক্ষা চায় না। ধর্ম্ম চায় কিনা কে বলিতে পারে? আসল কথা সে যা বলতে চায় বলতে পারে না। সেটা হচ্ছে—যেমন কোন ব্যক্তি দরিদ্র বলে সে দুঃখ করে না কিম্বা দৈন্যের দুঃখ তার নাই, কিন্তু, তার প্রতিবেশী ধনী হইবে কেন? কেন তার পাঁচখানা মোটর গাড়ী থাকবে? আমার বক্তব্য এই, একটা স্পষ্ট জাতীয় আদর্শ না থাকলে জাতীয় শিক্ষার ব্যবস্থা করা যায় না। ধরুন, যদি অশ্বত্ব লাভ করাকে গর্দ্দভের জাতীয় আদর্শ করে তোলা যায় তাহলে অবশ্য সে জাতির শিক্ষা সংস্কারকেরাও তাদের জন্য পিটনের ব্যবস্থা করবেন—অপর পক্ষে গর্দ্দভত্ব লাভ করা যদি অশ্বদের জাতীয় আদর্শ করে তোলা যায় তাহলে সে জাতির শিক্ষা সংস্কারকেরাও তাদের জন্য পিটনের ব্যবস্থা করবেন। হয় গাধা পিটে ঘোড়া, কিংবা ঘোড়া পিটে গাধা করাটাই, শিক্ষার এক মাত্র উদ্দেশ্য—এ বিষয়ে সন্দেহ নাই এবং সাধারণতঃ এইটে হচ্ছে সাধারণ লোকের ধারণা। এবং পিটনের জন্য লোকেরও দরকার। কাজেই এই শিক্ষা সংস্কারের জন্য এই শিক্ষাবোর্ডের অপরিহার্য্য স্থায়িত্ব। এক্ষণে প্রশ্ন হইতেছে এই উভয় সমস্যার মধ্যে আমরা কোন জাতীয়? সে বিষয়ে দেশে বিদেশে বিষম মতভেদ থাকলেও পেটন দেওয়াটাই যে শিক্ষা দেবার একমাত্র পদ্ধতি সে বিষয়ে বিশেষ কোন মতভেদ নাই। কাজেই আমাদের শিক্ষা সংস্কারকগণ এক হাতে ধর্ম্ম আর এক হাতে শিক্ষা ধরে আমাদের উপর দু হাতে চাবুক চালাতে চান—ফলে কত গাধা, ঘোড়া এবং কত ঘোড়া, গাধা হবে তা বলা কঠিন হবে। কাজেই সে জন্য statistic রাখারও প্রয়োজন হবে, বর্ত্তমান শিক্ষা বিলে সেজন্য আরও একটা Enquiry Committeeর ব্যবস্থা করা ভাল। প্রসঙ্গক্রমে Robert Bruceএর অধ্যবসায়ের উপখ্যান স্মরণ করে আমি শেষবার আর একটা কথা বলে আমার বক্তব্য শেষ করতে চাই। বস্তুগত্যা আমাদের মন হচ্ছে হরীতকী জাতীয়। ধর্ম্ম ও শিক্ষা এবং তৎসঙ্গে সাম্প্রদায়িকতার অনুপান সংমিশ্রন থাকলে সে শিক্ষার গুণে শিক্ষার্থীর মন পাকে না, শুধু শুকিয়ে যায়। কাজেই আমাদের বাংলা দেশে অশিক্ষিত এবং শিক্ষিতের মনের ভিতর প্রভেদ এই যে এর একটা কাঁচা অপরটা শুকনো। দেশশুদ্ধ লোক সেইজন্য এ শিক্ষা চান না—যে শিক্ষার গুণে সকলেরই মন সমান শুকিয়ে উঠে। কেন না হরীতকী যত বেশী শুকোয় তত বেশী তিতো হয়। অবশ্য সময় বিশেষে যে উপকারী হয় না তা বলা যায় না। আমাদের পক্ষে আমরা সেই শিক্ষা চাই যে শিক্ষার প্রভাবে আমাদের মন হরীতকী থেকে উঠবে এবং যার আস্বাদ গ্রহণ করে হিন্দু, মুসলমান, বাঙ্গালী আমরা অমরত্ব লাভ করবো। এ ক্ষেত্রেও

আমাদের সঙ্গে আমাদের কোয়ালিশনী বন্ধুদের মতের মিল হইবার কোন সম্ভাবনা নাই, কারণ উভয়ের আদর্শ সম্পূর্ণ বিভিন্ন। নিয়ম শৃঙ্খলাহীন গতানুগতিকতার মধ্যে অষ্টাদশ শতাব্দীর মন, প্রবৃত্তি ও রুচি লইয়া আমরা এই বিংশ শতাব্দীতে বাস করিতেছি। আমাদের সামাজিক বৃদ্ধির মুখ প্রাচীন ভারতবর্ষের দিকে আর রাষ্ট্রীয় বুদ্ধির মুখ নবীন ইউরোপের দিকে এই উভয় আদর্শের সঙ্কটে পড়ে আমরা শিক্ষার একটা সুপথ ধরতে পারছি না। একজন ইংরাজ দার্শনিক বলেছেন সমস্যা যে কি, এবং কোথায় সেইটে ধরাই কঠিন এবং তার মীমাংসা অতি সহজ। আমরা বহু গবেষণার ফলে যে আদর্শ গড়বার চেষ্টা করিয়াছি এবং তাহার অনুকূলে আমাদের পরম শ্রদ্ধেয় সু-অভিজ্ঞ প্রমথ বাবু যে সংশোধনী প্রস্তাব উপস্থিত করিয়াছেন, আমি আমার কোয়ালিশনী বন্ধুদিগকে সনির্বন্ধ অনুরোধ করিতেছি আমাদের এই গড়া আদর্শ তাঁরা যেন বিনা পরীক্ষায় পরিহার না করেন।

Mr. NIHARENDU DUTTA MAZUMDAR: Sir, I rise to support the amendment No. 666 moved by Mr. Pramatha Nath Banerjee. This amendment seeks to alter the character and composition of the Secondary Education Board. We on this side of the House in moving our amendments on clause 2 of this Bill sought to define secondary education to be secular form of education. This amendment which has now been moved is but the logical corollary of the other amendment which was moved from this side of the House. There is no doubt whatsoever that those who did not find their way to accept secular education as the prime purpose and end of secondary education would not be prepared to accept this amendment which seeks to alter the composition and character of this Board and tries to create a Board of a secular and non-communal character. This amendment gives a concrete form to the main issue which divides the Opposition from the Coalition. There is absolutely no meeting ground between the two. In a situation like this one cannot but realise the futility of this formal procedure of moving amendments and having to oppose. Where the argument of reason is absolutely shut out and where, as the Hon'ble Prime Minister had proclaimed, there was no question of better sense or better judgment and there was no question of even individual judgment and good sense being brought into play; the only thing that remains is the question of the pressure of the party. Whenever a situation arises where principles are shut out, where principles do not find any admittance and where the counsel of an apparatus of a different kind, the counsel of the promptings of narrow sectarian interests gains the upper hand, there can be no question of any hope of our being able to persuade. Yet, it is necessary that on the floor of this House the Opposition must make absolutely clear, beyond all doubt, the fundamental standpoint it has adopted and therefore at every stage the Opposition seeks to assert that standpoint. While moving this amendment and trying to expound the point of view of the Opposition we are not deluding ourselves with the hope that our voice or arguments

will have any influence whatsoever with the better judgment of the honourable mover of this Bill, because, better judgment has already been shut out according to his own open declaration. But, Sir, we know that we have to take a longer view of things. Taking the longer view of things, we have to appeal to those who will be the architects of the future Secondary Education Board and who will be the architects of the entire scheme of education of this province. Sir, it is from that standpoint that I rise to support this amendment. This amendment seeks to give in the first place a secular composition to the Board and in the second place by seeking to give a secular composition it wishes to ensure that expert knowledge and best secular judgment should come to find a place in the working of the Board. Therefore, how to secure this objective shall be the prime consideration. It is not by means of loud hurrahs, not by means of slogans, that the Secondary Education Board will function to the advantage of the nation, or to the advantage of any section of the people for that matter, but by virtue of having the best educational advice, by virtue of having the best educational guidance which can come from educational experts alone, such as people, who, while tackling their subjects, will not be thinking of themselves as the representatives of the Shias or the Sunnis, of the Brahmins or of the non-Brahmins, but will be thinking in terms of the purpose which they see ahead of them. Those who in their scheme of life find absolutely no possibility of thinking of themselves as people entrusted with responsibilities and purposes of a non-communal character, of serving the best interests of the people, Sir, I have not the slightest hesitation to assert, whoever he may be is unfit to be on the Board of Secondary Education to be entrusted with the work of guiding the future destinies of the people of Bengal. If a man constantly goes on thinking of himself as a Hindu or a Muslim, as a Shia or a Sunni, as a Christian or a non-Christian, in his work on the Board of Secondary Education he will always be influenced by the pressure of sects or groups which are farthest away from the educational interests of the people. Sir, the Secondary Education Board, like the entire politics of this province under the ægis of imperialism, is sought to be converted into a religious chess board for mean, treacherous and sectional gain of the various cliques which are ruling the province to-day. Here the Opposition conceives that it is its duty to cleanse this country of these pests, and to do the cleansing work by clearing off these sectarian and intriguing forces from the Education Board as well as from the entire larger politics of the province. It is from that standpoint that the Opposition has conceived its amendment which it seeks to move. Sir, we have no hesitation in proclaiming now and here on the floor of this House that to-day by means of a majority which is based on the artificial communal divisions of our people, even if this Bill is passed, it will be the concern and one single purpose of the members of the Opposition to see that this Bill is put an end to at

the earliest possible date. I for one feel it my duty to assert this resolve here and now. I ask the members of the Coalition Party: if you give the liberty to some people to think of themselves as Hindus or Moslems, why should you not allow the same liberty, to be expected with regard to matters educational, to those who refuse to think of themselves as Hindus or Moslems? I find that principle is not accepted, and a new element of coercion is imposed on all sections of our people. I assert that it is the inherent right of any citizen, it is the inherent right of any Mussalman or Hindu to regard himself as a citizen of the province and in matters political and educational not to be guided by religious consideration.

Sir, this Bill, by seeking to divide the representations as primarily into Hindu and Moslem, tries to compel every man to take the particular viewpoint of those who would like to see our people communally divided, and that is a form of coercion which has to be fought against. Although that form of coercion has been the guiding principle in the Government of India Act where you talk of communal constituencies, it is open to a man, irrespective of his religion, to insist to be classed as an Indian, as a son of Bengal, and as such, to exercise his right. But to-day it so happens that with the advantage of the ruling intriguers of Brititish Imperialism pulling the wires from behind they have succeeded in shutting out the possibility of there being any secular, non-communal, general constituency. Willy-nilly we have been thrown into the embrace of communal electorates. That is why we find a proposal to reject secular education, and, in fact, the idea of secular education has been rejected. We find the proposal that there should be a board on the basis of communal representation. But what has been the direct outcome of that proposal? One of the direct outcomes of that proposal has been an assertion that if you have a Muslim board, then some other people are going to have a Hindu board. Those who strive to think a little, those who strive to consider the future and take a long range view instead of merely looking at the tip of their noses cannot but be sorry that they are witnessing a spectacle of the country being split up by this Bill into different communities and different sectional interests. We have had the whole experience of five years' rule of this province by an Assembly and a Ministry which is based on communal electorates, which is based on communal composition of the Assembly and of the Ministry. Sir, only to give a finishing touch to the work of the Dance of the Devil to see the disruption of our political life, they are to-day coming forward with a Bill which is aimed at polluting the very source of our intellectual life which like the poison tree tries to scatter that communal virus right into the tender minds of the young students. With the working of the Secondary Education Board they shut the way to unification, they shut the way against the people thinking of

themselves as educationists or educational experts. And what will be the effect of that? There is bound to be similar division of sectarianism in our educational institutions, and that will be taken to the minds of the tender-aged boys, seeking to pollute their minds and trying to ruin the future destiny of the province. But, Sir, I am not a pessimist. I have this optimism in me to think and realise that these machinations are nothing new; these machinations have been experienced in the history of the world by all people who have had the misfortune of being under the iron heels of foreign rule that has sought to divide them into different communities. To-day we find that where even communal Muslims have sought to unite together to the disadvantage of imperialism, the black hand of disruption is instantly set to work. Wild rumours are coming to indicate that there is already a sharp difference between the two sections of the Muslim community. We find that an honourable member of this House in delivering his maiden speech to-day has raised the demand for the Catholic Christian representation as distinct from the general Christian representation. What is there to-morrow to prevent the different castes and sub-castes, whether among the Muhammadans or among the Hindus, to claim separate representations *ad infinitum*? Those who were one day holding the banner of communalism and talking of Islam in danger to their shame find themselves exposed to the mischief they have done. They find themselves in their camp divided amongst themselves. It is now time for them to realise that it will not do for the Hon'ble the Chief Minister to condemn the misdeeds of his colleagues. To-day it is time that he should also recognise the mistakes he has made; it is time that with a view to rectifying those mistakes, when he talks of the interest of Bengal in danger in raising his standard of rebellion against the all-India Muslim leader, it is also necessary for him to assert his conscience and to see that the interest and the destiny of the future generations of Bengal are not endangered by the Bill he has placed before the House. Let him therefore not shut out the counsel of reason and sound arguments for reconsideration of this Bill. Let him also have the courage to rise on secular principle and base his revolt on a sound principle which will be accepted and recognised as beneficial by all sections of our people. We have seen our politics ridden by the personal considerations of political leaders. It has not been the good fortune of Bengal politics to be based on points of principle. The time has come when the people should eschew opportunism and combine and take their stand on principle in matters, big and small. It is from that standpoint that I condemn the provisions of section 4 of this Bill, and to remedy those defects, as far as possible, I support the amendment that has been moved by my honourable friend Mr. Pramatha Nath Banerjee. And I hope that to-day the time has come when everybody is trying to think about the future lines of alignment instead of following an opportunist's course. Let them

take their stand on points of principle; let them stand on a surer foundation of public life on questions educational and on questions political, otherwise they will be playing the personal game of different leaders, groups and cliques and will be betraying their conscience and will be betraying each other. Let that game of betrayal once and for all come to an end. It is an appeal of the Opposition not only to the members of the other side of the House but to all to take their stand on points of principle to defeat this Education Bill and to defeat this particular clause, thereby to lay the foundation for a better, surer and more enlightened Bengal, a more hopeful future full of promise.

Mr. SATYAPRIYA BANERJEE: Mr. Deputy Speaker, Sir, it has fallen to my lot at this fag end of the day to wind up the debate on the amendment No. 666 which has been moved with ability and eloquence by my learned colleague Mr. Pramathanath Banerjee, on behalf of the Opposition of this House. During the last few days and also to-day we have had enough of discussions regarding the nature and scope of secondary education as also the composition of the Secondary Education Board to be constituted to control, regulate and develop the system of secondary education in this province. Sir, education and its development are not isolated phenomena beginning and ending in themselves, but are intimately and inseparably connected with the general progress of the social life of mankind. During the long course of human history we have left behind us the remote past in which education was given to the highest classes of the society for preparing them for the purposes and service of the State. We have left behind us the Middle Ages in which education was the hand-maid of religion and was imparted for the purpose of training the people for the benefit of the church and religion as conceived by it. We have just left behind us the age which began with the Industrial Revolution proceeding right up to the beginning of the present century in which individualism was the gospel—"Each one for himself and the Devil take hindmost" in which education concerned itself only with the development of the individual —and, Sir, in the age in which we live, move and have our being, the age which is unfolding itself before our very eyes, education has come to mean social education, education in society, through society and for society, education which aims to develop men both as an individual and as a member of society. Natorp, one of the greatest of German philosophers and educationists of the modern age once said about education—"Man becomes man only in human society: and human society is maintained and developed only through the human education of its members," that is, education which should help the growing individual to draw out that in himself or herself which is best and noblest and to make him or her perfect for a noble use; in other words, education should prepare a man or a woman to earn a living, to live a life and to mould the society.

Sir, the Bill that we have before us and the clause that we have to discuss this evening have got to be considered dispassionately, impartially and with an open mind solely from the educational point of view. The original motion and the amendment have got only to be read side by side in order to understand the merits and demerits of each of them. The original clause contemplates a Board 33 per cent. of the members of which will be either appointed members or salaried officers of the Government. Secondly, no educational experience or interest is worth anything unless the representatives of these interests and experience are standard-bearers of the Hindu or the Muslim cause. Thirdly, undue weightage has been given to the Muslim representation on the Board, a fact which will be apparent if we refer to the following figures: over 75 per cent. of pupils in secondary schools are Hindus; over two-thirds of the total expenditure on secondary education are met from fees of which 80 per cent. is contributed by Hindu pupils; half of the total expenditure in Government schools is met by fees over 70 per cent. of which is contributed by Hindus. Still we find that two heads of madrassahs will be representing less than 150 high madrassahs, while only five head masters are considered sufficient to represent 1,300 high schools. One head of the department of Sanskrit studies is quite enough to look after the interests of Sanskrit studies in 1,300 high schools, while the Provost of the Muslim Hall and two heads of Islamic studies of the two Universities who are to assist the Assistant Director for Muslim Education are not considered enough to look after the interests of Islamic studies in 800 and odd madrassahs. Sir, if we look on the other hand to our amendment we will find that it provides for a much larger representation of educational interests and experience. I will ask the members of this House to look up sub-clauses (6), (7), (9) and (12) of the amendment No. 666. Sub-clause (6) says, "two persons to be elected by the principals and professors, etc."; sub-clause (7) says, "five persons to be elected by the professors and teachers of the Calcutta University, etc."; sub-clause (9) says, "three persons to be elected by the Academic Council of the Dacca University, etc." and sub-clause (12) says, "five members of the managing committees of high schools, etc."

Thus Sir, one who runs may read that merit and justice lie on our side. So far as the representation of educational interests and experience is concerned, you have got only to read our amendment and be convinced of the truth and justice of our cause. I will pause here for a moment and ask my friends of the Coalition Party to consider whether they want us to put back the hand of the clock, whether they want us to be a party to this retrograde step, or they want us to be working with the spirit of the times in the living present so that we may be able to build up a future brighter, happier and nobler by far than the past, a future that will cast into shade the resplendent glories

of the golden age of the past of which we talk and hear so much. And this is exactly what is wanted to be done by the sub-clauses (5), (8), (9), (11) and (16) of the original clause 4 of the Bill. I can understand, Sir, there may be a feeling lurking in the minds of my Coalition friends that by teaching religion in the Madrassahs which forms a vital part of their scheme of secondary education as envisaged in the Bill their children will be made pious and moral, but I would ask them to remember at the same time that religion has got to be lived and not learnt as a creed and the teaching of religion in schools would lead more often than not either to the mechanical aceptance of a creed which will, if at all, have a baneful effect on the lives of the pupils or to the creation of fanatics or unctuous hypocrites, ritualists. Religious education and confessional schools are anacronisms of the past. They are clogs in the wheels of progress. They are impediments on the onward march of humanity. In the words of Heinrich Schultz in his book "School Reform"—"Religious education in the final analysis is nothing more than instilling into a new social generation such points of view as are useful to the ruling class; for all faiths preach humility, blind submission to the secular and religious authorities; they cultivate in the children a slave-like servility." We, Sir, on the other hand, have envisaged a scheme of Secondary Education and a Secondary Board which will be absolutely free from all taints of communalism. We envisage secondary schools which, in the language of the Board of Education of England, will give education on progressive lines, schools from which will go forth manly, useful and well-equipped citizens able to hold their own in all the vocations of life, schools which will create leaders of thought, leaders of action, successful businessmen, successful industrialists, valiant fighters in land, air and water, schools which will create servants who will live, work and die for humanity, for country, for society, for others and for themselves in these. That is the vision of education that we have in view. If, Sir, we have to lay the foundation of that education, we have to constitute a Board which is not communal, a Board which is not sectarian, a Board which is not official-ridden as contemplated in the original clause 4 of the Bill but a Board which will be educational par excellence, as has been placed before the House by way of amendment to the original motion for its acceptance. I am afraid my time is up.

Sir, we have placed before you the scheme that we have in view, a scheme which will go a long way to place Bengal educationally on a firm footing, a scheme which will advance Bengal educationally to the best of its capacity and abiltty. The decision that will be arrived at on this motion will be a momentous one. It will make or mar the future of the province. It will usher in a genuine system of secondary education or sound its death-knell. We, therefore, stand on our trial to-day. We stand on our trial before the House, before the public at

large, before the present generation and generations yet unborn. Let us hope with the co-operation of the members of the Coalition Party we will come out of the trial with flying colours and in such a manner that will do credit to us and benefit to the long, long posterity.

With these few words, Sir, I commend the motion to the acceptance of the House. (Prolonged applause from the Opposition Benches.)

Mr. SURENDRA NATH BISWAS: Sir, I beg to move that clause 4(8) be omitted. By this amendment I refuse to give the Provost of one of the Muslim Halls of the Dacca University any seat on the Board, far less an *ex-officio* membership.

Then, I beg to move that in clause 4, for sub-clause (12) the following be substituted, namely—

"(12) five persons to be elected by the Senate of the University of Calcutta."

By this amendment I want that the Senate should be given unrestricted freedom to elect 5 persons as they like.

Then, I beg to move that the proviso to clause 4 (12) be omitted. Along with it, I also beg to move that in clause 4, after sub-clause (12) the following new sub-clause be inserted, namely:—

"(12a) five persons, of whom one shall be a woman to be elected in the prescribed manner by and from among the Principals, Vice-Principals, Professors and Lecturers of colleges affiliated to, and Professors and Lecturers of, the University of Calcutta."

By this amendment I want to give 5 independent seats to the Professors and Lecturers of the Colleges affiliated to the Calcutta University and the Professors and Lecturers of the University itself.

Then, I beg to move that for clause 4 (14) the following be substituted, namely:—

"(14) five Head Masters of approved high schools for boys to be elected in the prescribed manner by the Head Masters of such schools."

By this amendment I want that 5 Head Masters to be elected should be outside the pale of communal representation.

Then, I beg to move that in clause 4(15) for the words "one Head Mistress of an approved high school" the words "two Head Mistresses of approved high schools" be substituted.

By this amendment I want to have two representatives from amongst the Head Mistresses of approved high schools instead of one Head Mistress as provided in the Bill.

Then, I beg to move that in clause 4, for sub-clause (17) the following be substituted, namely:—

"(17) Seven representatives of the Bengal Legislative Assembly to be elected by and from the members thereof by the method of single transferable vote."

In the Bill I find that 7 seats have been given to the representatives of the Bengal Legislative Assembly to be elected in the prescribed manner by and from the members thereof. Instead of leaving the manner of election to the whims of the Government, I want that this House shall dictate that the election shall be by the method of single transferable vote.

Besides moving the amendments which I have just moved, I also beg to support the amendment moved by my honourable friend Mr. Pramatha Nath Banerjee and I oppose the clause 4 of the Bill *in toto*.

Sir, we the members on this side of the House want national education to be imparted to our boys who are the future hopes of the nation. By national education I mean such education as will inspire our boys of impressionable age to realise that they form one nation and that they are the future hopes to free the nation of its foreign yoke and to raise the country to the pinnacle of glory and to have an equal position amongst the other nations of the world. We want an education which will lead our boys to stand on their own legs instead of being hangers on others for earning their livelihood. On the background of this ideal of education we should place the method of the constitution of the Board as proposed in the Bill. Sir, we find in the Bill that the Board shall consist of 48 members. Out of these 48 members, 5 will be officials, 11 members will be appointed by the Government, Europeans and Anglo-Indians will be 2 and Muslim members will be 10. The Assembly will elect 7 members and the Council 2 and the Hindus will get 9 seats. There shall also be two Vice-Chancellors of the two Universities of Calcutta and Dacca. If we scrutinise the methods of appointment and election as well as the description of the members who will constitute the Board we find that the Government will have absolute control over this Board. The five official members and the 11 appointed members will naturally side with the Government.

Then, the Europeans and Anglo-Indians, as we have noticed all along, are expected to side with the Government in matters of communal controversies. These together form 18 and then there are 10 Muslims who support the Government. That brings the total to 28. If we allow sub-clause (17) to remain as it is by which 7 representatives of the Bengal Legislative Assembly will be elected in the prescribed manner, that is to say, in the manner prescribed by the Government, we have every reason to believe that these 7 members also will be practically the nominees of the Government. Similar will be the case of members who will be elected from amongst the members of the Legislative Council. So, Sir, out of 48 members, 37 members will belong to the Government Party and there will be only 9 members belonging to the Hindu Group, while the two Vice-Chancellors may be expected to neutralise each other. Sir, I do not mind giving all of the 48 seats to my Muslim friends if they so desire, but that I shall give them on one condition only, and that condition is that they should approach secondary education with a spirit of nationalism. They must prove themselves worthy of the trust that the only education that the Board will impart to our students will be nothing but national education. If they prove to be worthy of that trust, we are prepared,—at least, I am prepared,—to allow these 48 seats to be occupied only by my Muslim friends. But what do we find to-day? Unfortunately, Sir, my Muslim friends on the opposite are under the influence of the Muslim League which is animated with a spirit of separatism leading to the demand of Pakisthan. So long as that is the mentality of our Muslim friends, we cannot trust that they will help the Board to impart national education to our students. That is the main reasons for which I object to the formation of this kind of Board.

Sir, the system of separate electorate under the Communal Award has led our Muslim friends to gradually imbibe the spirit of absolute separatism and that has been evident in many matters concerning this House. It is due to that mentality that my Muslim friends now demand a scheme of *Pakisthan*, that is, the setting up of independent Muslim States for the purpose of dominating over other communities in countries where Muslims live. If, even to-day, my Muslim friends opposite declare that they do no longer cherish that mentality and make a national cause with us, then I will certainly welcome their good spirit and agree to give them anything which they will want. I can tell them one thing, that so long as the British Raj will continue to exist in India, there shall be no *Pakisthan* or any *sthan* other than the British *sthan*. The only thing we shall have in this country so long as we shall quarrel amongst ourselves is British *sthan*. Communal and internecine quarrels amongst us will not only result in killing that spark of nationalism that may still be within us, but also in the destruction of both the Muslims and Hindus. Will my Muslim

friends realise that and shake off the spirit of separatism and unite with the Hindus to free the nation and live in peace and contentment? May God bless them with that realisation.

Now, Sir, as against the composition of the Board as set forth in the Bill, our amendment No. 666 proposes its constitution in quite a different manner. If you go through amendment No. 666, you will find that out of the 53 members, as proposed in that amendment, only four will be officials and 46 will be elected, and three will be co-opted: that means that the Board will be absolutely a non-official body. Two ideas work behind this amendment No. 666, namely—(1) that the Board shall be absolutely free from officialdom, and (2) that the Board should be absolutely free from communal representation. By amendment No. 666 we have given the Senate of the Calcutta University six seats, the Principals and Professors of Colleges affiliated to the Calcutta University two seats, the Professors and teachers of the Calcutta University five seats to represent the different departments of studies, namely Science, Sanskrit, Bengali, Islamic Studies and Teachers' Training. We have given the Dacca University one seat, and we have given the Academic Council of the Dacca University three seats to represent the following departments of studies, namely, Science, Islamic Studies and Teachers' Training. We have given five seats to Head Masters of recognised schools and another five seats to the Graduate teachers of recognised schools, one from each division of the province. We have given five seats to the managing committees of high schools who are responsible for the development of secondary education in this province. We have given two seats to the Head Mistresses of recognised high schools for girls. We have given seven seats to the Bengal Legislative Assembly according to the principle of proportional representation to be returned by the method of single transferable vote. We have given two seats to the Bengal Legislative Council according to the principle of proportional representation to be returned in the same way as in the case of the Assembly. We have given one seat to the Chambers of Commerce so that they may have their say in the matter of vocational training that is imparted in this province. And one seat we have given to the Board of Anglo-Indian and European Education, although they do not require any representation on the Secondary Education Board, because they have got a Board of their own, and can manage their own Board under a different Act. All these forty-six seats will be elected seats, and only three members will be co-opted by these elected forty-six members and four officials.

Sir, I have explained how the Board is proposed to be constituted. It shows that there will be no official preponderance on the Board. The other feature is that there shall be no communal representation in the sphere of education. I appeal to my friends opposite to avoid communal representation at least in the sphere of education. I know that

they will not listen to me, but still we feel that it is our duty to appeal to them and to beat into their ears that they should keep the domain of education free from communal virus. I say so because I have not yet lost all hopes of Hindu-Muslim unity in this province. I hope the time is fast approaching when Hindus and Muslims shall unite and work together. If, on the other hand, communal virus is allowed to work uppermost in the minds of our boys, then the consequence will be fatal to the very existence of the nation. My friends do not know what irreparable harm they will do to the boys who are the future hopes of the nation if they allow communalism to spread in the domain of education. The other day the Hon'ble the Chief Minister, while admitting that the Muslims will predominate on the Board, observed that the Hindus should wait and see how the Muslim members acted. To-day, Sir, I shall ask him one question in return. Why should he not allow the domain of education to be left free from communal influence and formulate a sound national policy with regard to the education to be imparted by the Board to our boys so that our boys may turn out to be true and manly sons of the nation, and wait and see whether the real education of both Hindu and Muslim boys alike is safe in the hands of such a Board? Since after the commencement of the Calcutta University Act in 1858, has any Muslim got any reason to complain that he has not got any opportunity for proper education under the patronage of the Calcutta University or under the supervision of any managing committee of any secondary school in this province? If there has been any, I would certainly surrender to my Muslim friends and let them have their way. But as no such instance can be cited, I submit that they have not been able to make out a case for communal influence in the sphere of education

Sir, when non-communal influence in the sphere of education has not harmed any community during the long past and when communal influence in the sphere of education is harmful to the interests of the nation, I hope my friends will come to their senses and support the amendment which has been moved by my friend Mr. Pramatha Nath Banerjee.

Sir, I have got to say only one word more about my amendment No. 73 by which I have refused one seat to the Provost of the Muslim Hall of Dacca. Sir, I do not find any reason why the Provost of the Muslim Hall should be given a seat. I shall only wait for the Hon'ble Chief Minister in charge of this Bill to explain to the members of the House why one seat is demanded for the Provost of the Muslim Hall. Is it not giving undue weightage to one community? Is that a sound principle? Sir, with these words I commend my amendment to the acceptance of the House.

Mr. NISHITHA NATH KUNDU: Mr. Deputy Speaker, Sir, with your permission I will move together the three motions that stand in the name of my honourable friend Mr. Atul Krishna Ghose, namely, 74-77, 78-81 and 82-86. I beg to move that clause 4 (9) be omitted. I also move that clause 4 (10) be omitted. I further move that clause 4 (11) be omitted.

Sir, I do not wish to take much time of the House. What I want to say is this. By sub-clauses (12) and (13) under clause 4, we have given representation to the two Universities of Calcutta and Dacca. Of the representatives from these two Universities there will be three Muslims. If we cannot rely on the representatives from the two Universities to look to the interests of Islamic Studies, Sanskrit Department and Arabic and Persian Department, I think we cannot do anything by bringing these three more gentlemen in the Board Sir, in my opinion, by including these three gentlemen in the Board we have only given a maximum expression of communalism and nothing else. If the members sitting opposite cannot accept any motion moved by this side, I will only draw their attention to the amendment which has been tabled from the European Group seeking to omit these three sub-clauses Our past experience is that any amendment moved by the European Group is very cordially accepted by the Government. They appreciate the wisdom of the European Group. In that view I hope that these amendments will be accepted by Government

Sir, I do not wish to take the time of the House any further. I hope that these amendments at least which are really the amendments of the European Group will be accepted by the Government, as has been done in the past.

Mr. DEPUTY SPEAKER: There will be no voting to-night. So I adjourn the House

Adjournment.

The House was accordingly adjourned at 7-40 p m till 4-45 p m. on Tuesday, the 16th September, 1941, at the Assembly House, Calcutta.

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Tuesday, the 16th September, 1941, at 4-45 p.m.

Present:

Mr. Deputy Speaker (MR. M. ASHRAFALI) in the Chair, 9 Hon'ble Ministers and 206 members.

Mr. DEPUTY SPEAKER: Ladies and gentlemen, last night Mr. Speaker left the Chamber with high temperature He is still in bed and has got temperature. I find that the matter fixed for to-day is of great importance and I feel that this should be dealt with by the Speaker himself. The House stands adjourned till 4-45 p.m. on Thursday next.

Adjournment.

Accordingly the House was adjourned at 4-47 p.m. till 4-45 p.m. on Thursday, the 18th September, 1941, at the Assembly House, Calcutta

Proceedings of the Bengal Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

THE ASSEMBLY met in the Assembly House, Calcutta, on Thursday, the 18th September, 1941, at 4-45 p.m.

Present:

Mr. Speaker (the Hon'ble Sir MUHAMMAD AZIZUL HAQUE, C.I.E., Khan Bahadur) in the Chair, 9 Hon'ble Ministers and 206 members.

Prorogation.

Mr. SPEAKER: I have it in command from His Excellency the Governor that the Legislative Assembly stands prorogued.

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